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ABSTRACT

This report reviews the plans of three of the experimental school sites -- Berkeley Unified School District, California; Franklin Pierce School District, Washington; and Minneapolis Public Schools. The Experimental Schools Program, an evolving program, is designed to encompass the newest educational ideas as well as to avoid administrative rigidity and program inflexibility. By supporting a small number of large-scale comprehensive experiments with a major focus on documentation and evaluation, Experimental Schools serves as a successful bridge from research, demonstration, and experimentation to actual practice. The report consists of an introduction to the projects, board descriptions of their own project designs, highlights of some of the promising practices in the individual experiments, and some preliminary evaluations. (JF)

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EXPERIMENTAL SCHOOLS PROGRAM

1971 EXPERIMENTAL SCHOOL PROJECTS

Three Educational Plans

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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INTRODUCTION

Experimental Schools is a new program in the Office of Education. It was introduced by President Nixon in his Message on Educational Reform (March 1970) when he called for such a program to be a "bridge between basic educational research and actual school practices." In response to the President's message, the Congress appropriated $12 million for fiscal year 1971.

By supporting a small number of large-scale comprehensive experiments with a major focus on documentation and evaluation, Experimental Schools serves as a successful bridge from research, demonstration, and experimentation to actual practice.

When S. P. Marland, Jr., was appointed U.S. Commissioner of Education December 17, 1970, he announced that rapid implementation of the Experimental Schools Program was one of his highest priorities. On December 28, 1970, some 20,000 copies of the first announcement regarding this new program were distributed nationwide (see Appendix).

The announcement set forth the general policies that were established specifically for governing the first projects and it solicited letters of interest from all agencies interested and able to combine into a single, comprehensive, kindergarten through grade 12 project a wide variety of promising practices for 2,000 to 5,000 predominantly low-income family children.

By February 1, 1971, nearly 500 letters of interest had been sent to the Experimental Schools office. An independent selection committee recommended eight sites which, in its judgment, had put together the most creative and most significant combinations of promising practices that could be operational in September 1971. Each of the eight sites was given a 60-day planning grant to work out comprehensive programs meeting all the requirements laid out in the first announcement.

Basic Program Information: Experimental Schools. The eight agencies which received the $10,000 planning grants were:

Austin, Texas, Independent School District
Berkeley, California, Unified School District
Ferguson-Florissant, Missouri, School District
Franklin Pierce, Washington, School District
McComb, Mississippi, Public Schools
Minneapolis, Minnesota, Public Schools
Portland, Oregon, Public Schools
Rochester, New York, City School District

A distinguished panel reviewed the eight proposals and on April 10, 1971, recommended three to be Experimental School sites: Berkeley Unified School District; Franklin Pierce School District; and the Minneapolis Public Schools.

Each of the three sites developed its own unique program, each has met the Experimental Schools requirements in ways which suit the particular needs of the communities involved, and each has combined a variety of promising practices into a comprehensive K-12 school design.

The plans are complex. They encourage flexibility. They allow for change and adaptability as progress reports and interim results show the need for changes in direction and/or emphasis.

Recognizing the need for long-term assessment, each Experimental School site is funded for 5 years of operation; first for 30 months to be followed by additional funding for the final 30 months. Thirty-month operational grants in the following amounts have been awarded to:

Berkeley	$3,639,063
Franklin Pierce	$2,462,718
Minneapolis	$3,580,877

The Berkeley, Franklin Pierce, and Minneapolis projects should not be viewed as models. Each was developed out of the experience, the history, and the special characteristics of a particular site at a particular time -- the spring of 1971.

The Experimental Schools Program fulfilled its priority mandate to have programs in operation in September 1971, despite its late activation (December 17, 1970). Experimental Schools initiated three projects, operational September 1971, involving more than 11,000 students (over 65 percent from low-income families). Each of the three projects combines a diversity of promising practices derived from research, demonstration, and experimentation in a comprehensive educational program.

Some of the most promising of these practices are: "Patterns in Arithmetic" (a media/programed approach to individualized math instruction)developed by the Northwest Regional Educational Laboratory; bilingual materials developed under a title VII, Elementary and Secondary Education Act (ESEA) grant to Tucson, Ariz., Public Schools; "Man, A Course of Study" developed by a National Science Foundation award to Educational Development Corporation; "Collaborative Problem Solving" developed under an Education Professions Development Act (EPDA) grant; "Individually Prescribed Instruction" developed by the Learning Research and Development Center and Research for Better Schools in Philadelphia, Pa.; "Work Opportunity Centers" developed by OE's Bureau of Adult, Vocational, and Technical Education; "Environmental Science Center" developed under title III, ESEA; the Charrette (an organizational technique) developed by OE's former Office of Construction Services; "Child Development Center" developed by the Office of Education's Follow Through program; and the "Pyramid Reading Program" developed by the University of Minnesota under a title III (ESEA) grant. These practices illustrate the movement of ideas developed by federally supported research programs into wider practice.

Because of the complexity of their programs and because of their ambitious goals, any one or all three of the 1971 Experimental Schools sites may fail to achieve success. But regardless of the degree of achievement overall -- or for any of the components -- the three sites represent nationally significant comprehensive educational experiments.

Together these first three, and those to come, promise to give a test to the idea of combining several promising practices into a comprehensive, coherent, articulated educational program.

The Experimental Schools Program expects to have a limited number of new starts in each of the next 5 years. During the life of the program, it is the intent of the Office of Education to support a wide variety of comprehensive experiments. Thus, the requirements, procedures, format, and criteria used to select Experimental School sites will evolve and change from year to year.

As a major component in the proposed National Institute of Education, the Experimental Schools Program is designed to increase and improve basic knowledge about the process of education and to implement on a wide scale significant concepts derived from research done in a "real world" setting.

Results from piecemeal experimentation have been disappointing; few significant changes have been implemented. The thrust of the first three Experimental School sites is comprehensiveness in all grades K-12. Numbers are limited to a minimum of 2,000 and a maximum of 5,000. The comprehensive designs emphasize compatible and mutually reinforcing curriculum reform, staff training, administrative reorganization, community participation, and evaluation strategies.

It is imperative that the evaluation and documentation procedures be comprehensive and thorough. Therefore within each 5-year program is a special evaluation design. This internal assessment provides for the basic tracking of student progress and for the collecting of vital data. This level of evaluation takes place within an Experimental Schools project site and is conducted by the project staff.

Evaluation on a second level is also specific to an individual site but it is carried out by an evaluation contractor who is external to the project staff. For example, the Scientific Analysis Corp., through DEEPS (Documentation and Evaluation of Experimental Projects in Schools), Berkeley, Calif., has a $748,316 30-month contract to evaluate and document the Berkeley site; the Northwest Regional Educational Laboratory, Portland, Oreg., has a $523,236 30-month contract for evaluation and documentation of the Franklin Pierce site; and the Aries Corporation, Minneapolis, Minn., has a $526,051 30-month contract for evaluation and documentation of the Minneapolis site.

The third level of evaluation includes an omnibus evaluator whose activities take in all projects and all sites and whose concerns include replicability of practices and programs, the second level evaluation activities, and the assessment of the success of Experimental Schools Program as a whole.

Experimental Schools is designed as an evolving program in order to encompass the newest educational ideas as well as to avoid the administrative rigidity and program inflexibility that seems to accompany the creation of new units. Although it is designed as a terminal program, it is constantly revising and reviewing its annual focus. Thus, in the fast start accomplished in fiscal year 1971, two competitions were necessary: the first, for projects to be operational in September 1971, and the second, for projects to receive sufficient planning and development time to be ready for operation in September 1972.

Thus, on March 31, 1971, a second competition was announced by the Experimental Schools office. The second competition broadened the Experimental Schools Program by soliciting proposals for comprehensive projects which represent significant alternatives to existing school organization, practice, and traditional performance. Applicants were asked to shift their focus and look anew at what students ought to learn, how to make different use of time and space, to rethink staffing patterns and personnel requirements, to consider alternative ways to organize and administer the schools, and to include the community in active participation in educational decisions. The second announcement was sent out nationwide and more than 300 letters of interest were submitted. An independent selection committee chose the following to receive $30,000 - $40,000 4-month planning grants to prepare a complete proposal:

Chicago Public School Dist. No. 299, Ill.
City School District of New Rochelle, N.Y.
Edgewood Independent School District, San Antonio, Tex.
Federation of Independent Community Schools, Milwaukee, Wis.
Newark Public Schools, N.J.
School City of Gary, Ind.
School District of Greenville County, Greenville, S.C.
University of North Dakota, Grand Forks, N. Dak.
Vermont State Department of Education, Montpelier, Vt.

Similar planning grants were awarded to two additional sites. On the selection committee's recommendation in April 1971, Portland Public Schools, Oreg., was given an award to continue development of its proposal. The National Urban League, New York, N.Y., was awarded a grant to develop a proposal based on the "street academy" concept. They were included in the second competition with these listed above.

On December 1, 1971, several of these applicants, after a review of their proposals by an independent panel, will be selected as Experimental School sites. Prior to receiving 5-year operational grants in June, each will receive appropriate development funds for the interim.

The Experimental Schools Program itself is experimental—it is testing significant alternatives to present government and pedagogical practices. Most notably:

- Funding is for something longer than a year, allowing for continuity and internal integrity while testing and retesting possible alternatives;
- The target population is large enough to allow for sufficient experimentation but small enough to be thoroughly evaluated and documented;
- The choice of curriculum, organization, staffing patterns, and internal evaluation measures are all the choice of local personnel and the community;
- Each applicant is required initially to send in a sample letter of interest rather than a professionally prepared proposal;
- Once a letter of interest is chosen by an independent selection committee as a possible contender for an operational grant, the U.S. Office of Education provides a planning grant to allow for any necessary technical assistance;
- Instead of the evaluation and documentation coming after a project has been completed or well under way, it is an integral part of each Experimental School site from the beginning;
- Documentation includes not only the narrow components in a project, but the project itself and the total environment of which it is a part and which it is shaping;
- The independent evaluators will use anthropological and sociological measures to identify both what is appearing to succeed and what is appearing to fail, sharing both the "hard" and "soft" data with the U.S. Office of Education and the project staff;
- The three levels of evaluation ensure integrity in the reporting system; and

- Each site will provide an information center for visitors which will not impinge on the experiment itself yet fully inform all interested parties on the results of the experiment.

In a special category, five 12-month grants were awarded July 1, 1971, to five applicants whose letters of interest presented a uniquely promising component which, when further developed, could later become a significant part of a comprehensive program. The 1-year grant winners are: School District #9, Browning, Montana; Seaford School District, Seaford, Delaware; Davis County Community School District, Bloomfield, Iowa; West Las Vegas and Las Vegas City School Districts, Las Vegas, New Mexico; and the Greene County Board of Education, Eutaw, Alabama.

In fiscal years 1971 and 1972, Experimental Schools awards were limited almost exclusively to existing K-12 public school agencies. These were deemed most ready and able to design comprehensive projects that encompassed the best of promising practices. From the outset, the planning for Experimental Schools resolved to interpret the word "schools" broadly to include all of education. Thus, future comprehensive projects will be developed and designed in the field to take into consideration such relationships as early childhood education and its linkage to K-12 programing, postsecondary school education and its linkage to K-12 programing, community-based education which may encompass all ages in a given community, higher education and its extension, as well as new forms of education designed to improve and reform the present practices.

There are already available a number of sources of funds to conduct basic research and pilot or model projects. Many of these activities will be part of the proposed National Institute of Education (NIE). But there are almost no funds available to support the extension of research necessary to build the bridges between basic research and common practice; between clinical testing of an educational theory and its natural use in a real-world educational setting. In recognition of the large number of important completed basic research experiments and the large time lag between their completion and any large scale operationalizing of their ideas and procedures, a limited number of such experiments will be selected to serve as the basis for the development of large-scale comprehensive experiments with emphasis on developing the means for broad implementation including approaches to financial support, staffing, training, organization, and community participation.

The three Experimental School educational plans which follow are a tribute to the educational leadership of many people in Berkeley, Franklin Pierce, and Minneapolis. Community residents, students, teachers, and school administrators at all three sites responded to the U.S. Office of Education's initiative with enthusiasm and amazing capability in an impossible time schedule.

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BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY, CALIFORNIA

EXPERIMENTAL SCHOOLS EDUCATIONAL PLAN

Submitted to:
THE U.S. OFFICE OF EDUCATION
EXPERIMENTAL SCHOOLS PROGRAM
June 8, 1971

By:
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I. STATEMENT OF THE PROBLEM

Education as an enterprise is being challenged. Persons completely alien to the profession who have heretofore had little or no interest in education have been brought to a level of consciousness unprecedented for these times. The turbulence in our schools has caused a good deal of the educational consciousness and has told much about ourselves. It underscores traits, beliefs, and conditions in our society. They reflect historic tendencies in American culture. There are others, but a dominant one is racism.

A. Institutional Racism

"Institutional racism" may be defined as those organizational structures, practices, and traditions which consistently result in an inequitable distribution of "payoffs" for minorities within the institution. It is like a computer, programed to eject results that benefit, in the main, the "white" constituency. The school is an institution with all the elements of any other American institution. It has producers and consumers; professionals and clients; givers and takers; suppliers and demanders. These categories are filled with people having various roles to play and of whom various things are expected. People interact on each other. Role expectations are locked into the institution, and *it is this rigidity which is now being challenged in education.*

The public school has served as a sifting and sorting mechanism. It is a middle-class institution. It embodies middle-class culture and thereby automatically serves the middle-class child while acting as an acculturating agency for the lower-class child. In this role, the school has become a place where lower-class children can assimilate the values, customs, morals, and manners essential to acceptance in the higher strata of society. In addition, the school preserves the stratification system by limiting "upward mobility" to those who are willing and able to play within the rules of the game or, more specifically, to acquire the value orientations and motivations appropriate to middle-class membership. In so doing, education has fulfilled the expectations of a "racist" society and has become itself a racist institution.

Institutional racism can be highlighted in the educational enterprise by examination of: (1) the organizational arrangements that historically have determined the structure of the educational institution, (2) the curriculum that has been taught, and (3) the manner in which the community has participated in these developments.

1. Organization

The structural organization of the school system in which education occurs -- or more often fails to occur -- provides a major overt example of institutional racism. Historically, schools have been organized and administered as bureaucracies to insure efficiency in producing a product. They have maintained a hierarchy of authority, a system of rules, a specialization, and an amount of impersonality. Decisions have typically proceeded from the top down. In the hierarchy there has been the school board, the school superintendent, the central office, the principal, the teacher, and finally the student (until recently, the parent has been peripheral). Each has been specifically trained for his role and -- incidentally -- trained in isolation from others having different roles who will work in the same system. These roles are first crossed on the job—after one becomes part of the system—and frequently little is known by the one about the role of the other.

Key organizational entities in educational arrangements are gradedness and teacher initiator-student responder roles. Gradedness assumes that mental growth is a gradual accretion either of associations or of stimulus-response connections or of means-end readiness. Teacher-student roles typically ascribe authority to the teacher. Neither set of conditions in the school organization can go unchallenged if basic change is to occur.

2. **Curriculum**

The curriculum component of the organization in the public school evidences strong racial and social class biases. In keeping with years of tradition this curriculum is essentially academic with few changes in the basically classical notions of what makes the "educated" man. In elementary school, English, science, mathematics, and social studies compose the fundamental "three R's". In the higher grades these are elaborated into more specialized subjects, e.g. science becomes physics, biology, or chemistry; the social studies become American, world, or ancient history; mathematics becomes algebra, trigonometry, or geometry.

The educational process proceeds on the assumption that this basically academic subject matter must be mastered before the student can be considered educated. The learner who is unable to meet these academic requirements—that is, to master the content *and* at a prescribed rate—is considered to be a failure.

For great numbers of the oppressed minorities the educational payoff ceases to exist since the curriculum and the manner of its presentation are so organized that they fail to provide for the delivery of basic skills. Thus, reading and math scores for these students are drastically lower than their white counterparts and this discrepancy widens as the student moves through the grades. What is viewed as a 3-year discrepancy between the minority student and his white counterpart at the 3rd grade level becomes a 5-year difference by the 7th grade. The results of the manner in which the curriculum is delivered further illustrates the lack of commitment to a pluralistic value in the organization, and documents in another way the racist character of the institution of education.

3. *Community Participation* as a category has been a catchall for pseudo-decisionmaking opportunities for noneducators—parents, other citizenry, youth, et al.—and has generally been impotent. Any proposal addressing itself to today's needs must see community participation as sharing of power and build that into the proposal.

Traditional *parent involvement as a civic activity* did not confront the decisionmaking process with demands for equality of voice. It was essentially a polite expression of opinion. Community participation, mandated by the legislation of the 1960's, made traditional activities virtually archaic. It is the contrast between these two that is shaking the very foundations of the institution of education and must be reconciled.

B. Pluralism

The concept of pluralism is essential for consideration as the society grapples with the *process* of moving from an historically racist and exclusive society to a more open, inclusive one. The steps along the way have included enforced polarization or segregation, support for separateness in educational organization (as seen in the band-aid intervention programs of the early sixties), and subsequent moves toward integration which in the past have meant assimilation, or a melding into the dominant culture. No more. Today, one by one, all ethnic groups are polarizing and are asserting themselves, lashing out against the long-standing dominance of the Anglo culture in this society. The *desire* to adapt to living in an overwhelmingly white environment is lessening and the *interest* in working at this is also diminishing.

Pluralism speaks to cultural diversity, viewing difference rather than sameness as a value. Pluralism demands that choices, options, and alternatives exist. It highlights the need for new approaches to education—not only new types of schools with new missions, but also new patterns of going to school and new ways of administering schools.

C. Educational Reform

Education is itself an institution and like any other institution will change *involuntarily*. Currently education is undergoing a fragmented "giving in" to pressures from larger social and political forces. The "have-nots" are challenging the "haves." But people in the protective machinery of institutions do not give up positions of advantage and control gracefully. What educational reform we have witnessed has had its pace accelerated by the advent of student protest and the demands of minority groups. By and large the success of these reforms has been limited for they have left unaffected the institutionalized past decisions as to what education is all about. The system with its massive inertia resists fundamental change, rarely eliminates out-moded programs, ignores the differing needs of students, seldom questions its educational goals, and almost never creates new and different types of institutions.

Despite all of its elaborate professional language, the institution of education mirrors society's view of itself. Just as white society finds it must respond to the pressures of minority groups, so education must look at the significance of racial identity as a thrust at racism. The most pervasive protest and the most difficult to communicate in terms of education is the revolution in racial behavior. The racial identity thrust of racial behavior, more than anything else, tests the American commitment to education as the only institution through which *all* children can share the wide range of experience that is both the richness and the poverty of American life.

To date it has been the *common* school to which the American dream has been hooked, and therein lies much of the problem with which the institution of education is struggling. The common school as we know it has not provided for pluralism in the populations of school communities. It has a built-in failure factor for a large percentage of its constituency, and this factor is necessary for its existence. Indeed the all-purpose school no longer exists, if it ever did at all. It hasn't delivered equality of opportunity, guaranteed an open society, or served as an equalizer. The school with a uniform standard for accrediation and human dignity is outmoded.

The tenor of the times and the condition of education dictate a basic overhauling in public school organization as well as public school programs. The tenor of the times says racism is rampant in all the institutions of the society and must be dealt with. The condition of education reveals that the educational institutions are no exception and must identify their extant racism as a first step toward change.

D. The Berkeley Community and Participation

Words and numbers used to describe the human composition and physical texture of a city, conceal the ferment and progress, the problems and accomplishments, the flavor and vitality, the particular unique qualities it possesses.

Berkeley is a vital part of the San Francisco metropolitan area. Its population is about 120,000 people, 67 percent of whom are white; 25 percent black; and the remaining 8 percent Oriental, Mexican-American, and American Indians.

The Berkeley School District's boundaries are coterminous with the city, and its school population of 15,500, K-12 students reflects the following racial distribution, September 1970: white - 43.3 percent; black - 44.7 percent; Oriental, other non-caucasian and Spanish surnames - 8.5 percent; Chicano - 3.4 percent; and American Indian - .01 percent.

The University of California is considered the major industry in Berkeley, although there is a significant industrial complex of more than 300 firms. The combination of geographic location and education-industry provides a rather unique urban-surburban environment with a large percentage of professional people in residence. Yet Berkeley most aptly may be characterized by the diversity of its racial and cultural groups. The contrasts range from the well-educated business and professional citizens to those whose opportunity for education and social mobility have been severely limited. There are significant numbers of elderly or retired persons who remember Berkeley's surburban status; and there are large numbers of young persons in resident and transient status; and there are students, formally and informally associated with the University, who not only question but also campaign for social change.

The city suffers from the major problems related to residential segregation. The majority of black people are concentrated in the west and south "flatlands," while the hilly northern and eastern sections are largely white. The oriental population occupies the midsection of town in an arc from southwest to northwest. Moreover, education in the Berkeley community shares many of the problems of education in urban communities throughout the Nation.

The dynamism and pluralism of Berkeley were highlighted during the school secondary and elementary desegregation programs in 1964 and 1968, respectively, which resulted in representative racial composition in all schools (where attendance zones permitted), according to current enrollment data.

Berkeley became the first American city with a population over 100,000 and a large minority population to desegregate its schools completely. The strategy to accomplish this was the two-way, crosstown busing program for the K-6 children within four attendance zones -- each zone divided into K-3 and 4-6 grade schools, with each zone containing two or more K-3 schools and one 4-6 grade school. The K-3 schools are located in east and central Berkeley, while the 4-6 schools are in west and south Berkeley. These zones continue to exist and in a major way dictate the programing for the children in school. Today, their existence assures the maintenance of desegregated attendance patterns.

Zone A

Tilden Primary (K-3)
Thousand Oaks (K-3)
Jefferson (K-3)
Franklin (4-6)

Zone B

Oxford (K-3)
Cragmont (K-3)
Columbus (4-6)

Zone C

Grizzly Peak (K-3)
Hillside (K-3)
Washington (K-3)
Whittier (K-3)
Longfellow (4-6)

Zone D

John Muir (K-3)
Emerson (K-6)
Lincoln (4-6)

While the Berkeley community is liberal in its persuasion, it is at the same time apprehensive lest the integration goals set in the 1960's become jeopardized, as racially polarized organizations throughout the community grow in numbers and strength.

The school district has grown through the concern of the members of the Berkeley community. Over the years there has been heavy involvement of the community in shaping and molding the educational program. Not only was the community intimately involved in the plan for desegregation but it has also studied all facets of education through the establishment of a Master Plan Committee involving 138 members of the community and school staff.

In addition, "Black Aces," a cultural and educational society composed of professional people, students, and citizens in the Berkeley area, has been providing guidance for approximately 2 years and prodding the school board into action relative to the needs of the black student. Particularly relevant at this time is its stress on the Board to set aside business as usual until basic skills are delivered to the black students in the district.

In the spring of 1970, the Asian-American Task Force was formed. It has had as its primary purpose the implementation of the concerns of that community. In addition and as a result of intensive community participation of Spanish-speaking district personnel, the Board of Education commissioned the Chicano Bilingual Bicultural Task Force -- composed of parents in the program, interested citizens, and school district personnel -- to make recommendations that would meet the needs of the Spanish-speaking community.

Another vocal group emerging into the political mainstream, a group that includes all racial colorations, is the students. They are gaining a consciousness about themselves and are demanding to be considered in the planning and development of educational programs that affect their lives. In an attempt to be more responsive to their needs, the schools have included students in planning relative to all types of educational concerns.

The people of Berkeley have demonstrated an unusual degree of willingness to face the challenge of change with conviction and action. The commitment and enterprise of the Board of Education toward a system responsive to the community needs has perservered in spite of conflicts and pressure. The community and school staff, through committees, meetings, and workshops have joined together to mold a way of educational life. One thing therefore that has been tested in Berkeley is massive change. Desegregation was indeed a massive change. The kinds of reevaluation in teaching styles, methods, and theories; the challenging of basic values long held; and the desire to modify behavior to ameliorate educational problems, are only few examples of the resulting change.

The community, the staff, and the students have worked hard in the past in fashioning the educational picture. The proposal that follows is built on this premise and envisions a continuance of this activity.

II. THE DESIGN

A. Overview

The Berkeley Unified School District proposes to establish 24 separate alternative schools in a comprehensive K-12 plan in two attendance zones in the district involving nearly 5,000 pupils.

The design will provide a mechanism for continuous participation in educational experimentation throughout the entire school life of students who, in collaboration with their parents and teachers, choose this educational path. The program will be so structured that no student K-12 who enters an experimental school at any juncture will be denied the choice of alternatives at a future juncture. While the *specific* mode of a student's initial choice may not, and need not, persist throughout all 12 years of public schooling, the availability of choice will maintain. Conversely, any student may opt out -- if in collaboration with his parents and teachers he decides after entering an alternative school that he does *not* wish to continue there.

The alternatives will provide a wide range of educational experiences that can meet the needs of a variety of student publics. These offerings attest to the district's high esteem for cultural pluralism and reaffirm the district's commitment to racial, socioeconomic, and ability group mixes. Further, the concept of integration is advanced to a higher level since in no instance is the racial mix perceived to be synonomous with racial absorption.

Within the specified zones, and throughout all grade levels, as well as across the grades, no student need leave Zone A or D in order to participate in the alternative school programs; and the district need not jeopardize its control over desegregation. Table 1 illustrates this.

In Zone A, at the primary level, there will be experimental school programs at Jefferson and at Tilden schools. At the next grade level (4-6) in the Franklin School, another option will be available. Extended to the next grade level, Zone A provides an alternative at King Junior High. Also on this grade level are a number of other choices where a student may have an educational experience that stresses a particular ethnic culture (La Casa de La Raza), or where the learning atmosphere is a sharp departure from the traditional (Other Ways). One of the most unique experiences a student could have at the 7th-grade level would be to opt for entry into one of the self-contained continuous progress experimental schools, (The New Ark, K-12, or La Casa de La Raza).

In Zone D at the primary level there will be an experimental school program at John Muir Primary School (K-3). Another school in which parents will develop the curriculum and will actually teach in it is offered in PTAE (*P*arents and *T*eachers for *A*lternatives in *E*ducation). This program operates at the K-6 grade level.

In Zone D students at the junior high level may choose the Odyssey model, a departure from typical teaching-learning practices in the 7th and 8th grades. They may enter the Other Ways model or they may participate in alternatives to be established at Willard Junior High School. They also may move into one of the K-12 models which operate on a districtwide basis.

Once a student has reached senior high school grade level (10th) there are as many as eight alternatives from which he may choose. These include experimental models emphasizing ethnicity, basic skills, open-endedness, and the arts.

The schools will be phased in over a 2-year period with 16 options and 3,260 students operational in grades K-12 by September 1971; 500 students in options will be operational by February 1972; and the remaining options involving 1,155 students to be operational by September 1972. Table 2 shows this phasing activity.

Table 1.—Experimental Schools Sites by Zone and Grade Level

Grade Level	Zone A	Zone D
K-3	Tilden Junior Community School Jefferson 665 students	John Muir Child Dev. Center 400 students
K-6		PTAE. 50 students
4-6	Franklin-Multicultural 300 students	Lincoln-Environmental Studies Project 200 students
7-8	Martin Luther King Cluster 280 students	Willard 300 students
7-9		Odyssey (Willard) 80 students
Zones do not apply beyond this point		
9	West Campus 475 students	1. 9A (250) 2. 9B (50) Black House 3. 9C (100) 4. 9D (75)
10-12	High School	Students
	Model A	360
	Black House	125
	Community High School	225
	The Agora	140
	College Prep	250
	School of the Arts	250
	On Target	140
	East Campus	150
7-12	Other Ways	75
K-12	Casa de la Raza	150
	New Ark	150

Table 2.–Experimental Schools Program Timetable

Alternative Schools in Operation–September 1971

School	Zone**	Grade Range	No. of Students
1. Jefferson	A	K-3	665
*2. John Muir Child Development Center	D	K-3	400
*3. Franklin Multicultural School	A	4-6	300
4. Lincoln Environmental Studies Project	D	4-6	200
5. PTAE	D	K-6	50
6. Odyssey	D	7-9	80
7. Other Ways	D	7-12	75
8. Berkeley High School - East Campus		9-12	150
9. ” ” ” - Model A		10-12	360
10. ” ” ” - Black House		10-12	125
11. ” ” ” - Community High School		10-12	225
12. ” ” ” - The Agora		10-12	140
*13. ” ” ” - On Target School		10-12	140
*14. The New Ark		K-12	150
*15. Casa de la Raza		K-12	150
16. West Campus-Alternative 9B		9	50
		Total	3,260

Alternative Schools in Operation–February 1972

School	Zone**	Grade Range	No. of Students
17. Berkeley High School–College Prep		10-12	250
18. Berkeley High School–School of the Arts		10-12	250
		Total	500

Alternative Schools in Operation–September 1972

School	Zone**	Grade Range	No. of Students
19. Tilden Junior Community School	A	K-3	150
20. Martin Luther King Cluster	A	7-8	280
21. Willard Alternative	D	7-8	300
22. West Campus: 9A–Multicultural High Potential		9	250
23. West Campus: Alternative 9C		9	100
24. West Campus: 9D–Black House		9	75
		Total	1,155
		Grand Total	4,915

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*Not previously in operation
Total students – 1,190
**Note that zones apply only until grade 8

B. Philosophy and Goals

The Berkeley project of alternatives is based on a set of assumptions that 1) the richest life is filled with choices, 2) in an education system the choices not only enhance the educational experience but themselves provide an educational tool through which students may learn problem solving, and 3) the offering of options immediately opens up the school system to others whose involvement is both solicited and needed to change the outdated policies and practices of the institution of education.

While each separate alternative school has its own objectives, the Berkeley district has overriding goals for the establishment of alternatives within the district. They may be summed up as follows:

1. To provide a system which can move toward the elimination of racism in the schools and the larger community and which will facilitate the acquisition of basic skills for those youngsters who are educationally disadvantaged, with special focus on those who are members of ethnic minority groups.

2. To provide significant changes in the administration and organization of the system so that power and decisionmaking become a shared activity.

3. To provide program options that will promote the cultural pluralism extant in the school community and affirm the district's value of it.

The *Problem Statement* alluded to those organizational arrangements, typical of institutions, that cast persons within those institutions into categories of winners and loser. Three aspects of the institution of education are examined and deemed to be exemplars of institutional racism: 1) the organization; 2) the curriculum; and, 3) the mode of community participation. The Experimental Schools Program will offer alternatives to standard operating procedures in each of these categories.

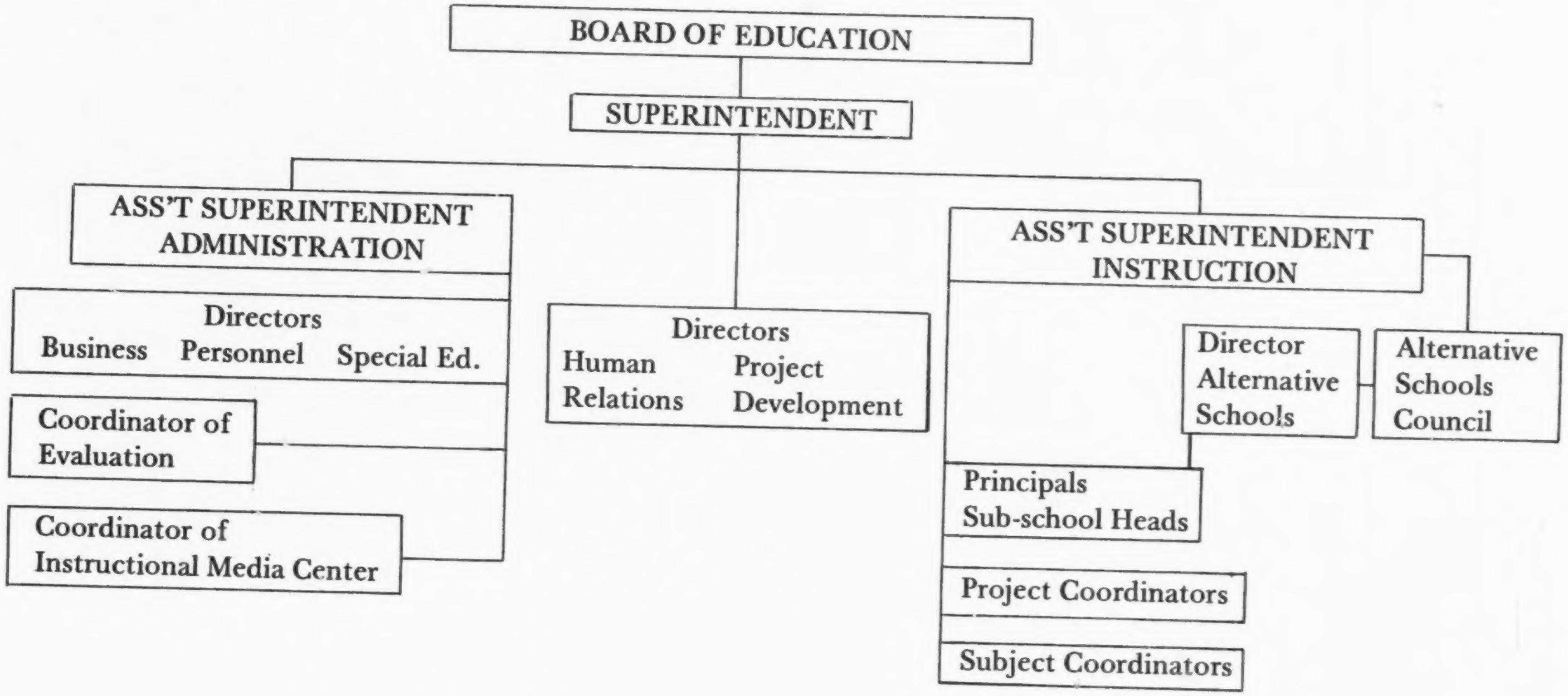
1. The Organization

The organization of the Experimental School project will focus on the *process* of organization and administration rather than the *purpose* or the *product*. This focus will place high priority on the organizational climate, fully utilizing the potential in all personnel.

The superintendent of schools will be in charge of this program and will be responsible for providing action that will insure the project's success. This will be achieved through the establishment of a new position, the director of alternative schools. This individual will be responsible to the assistant superintendent for instruction and will see that the day-to-day needs of the program will be met. This individual will work directly with the assistant superintendent of administration to coordinate the activities of personnel hiring, transfers, and insure fiscal responsibility. Working with the assistant superintendent of instruction, the director will see that continuity and quality of educational experiences through the grades for students enrolling in experimental schools will be possible. In addition, he will work with the various leaders of the experimental schools to assist them in meeting their own articulated goals and objectives. (See organization chart).

EXPERIMENTAL SCHOOLS

ORGANIZATION CHART


BOARD OF EDUCATION
SUPERINTENDENT
ASS'T SUPERINTENDENT ADMINISTRATION
Directors Business Personnel Special Ed.
Coordinator of Evaluation
Coordinator of Instructional Media Center
Directors Human Relations Project Development
ASS'T SUPERINTENDENT INSTRUCTION
Director Alternative Schools
Alternative Schools Council
Principals Sub-school Heads
Project Coordinators
Subject Coordinators

Another strategy will be the establishment of a Council for Alternative Schools. This Council will be defined as a work-advocacy group for alternative education and will deliberately endeavor to build other work groups, linking them to both the Council and the overall organization. This linkage is key. It will be achieved through a structure of multiple overlapping groups in which members will have varying degrees of power in different groups; for example, the superior in one group being the subordinate in the next. This link-pin role will provide an information flow so that several groups might have the same facts in order that decisions made independently will be compatible. The interaction between groups will be linked, and the influence of people at all levels will be maximized. In essence, what the multiple work group concept will do is flatten the organizational chart through increased communications so that line authority communications are not the only mode of receiving information.

Examples of other organizational modifications will be the establishment of local advisory committees for individual alternative schools. These committees will participate in decision-making in all areas of the schools' operation. Thus the alternative schools council and its local committees will represent overlapping groups to assist in linking the total organization together. It is anticipated that these mechanisms will gradually dispel feelings of powerlessness, isolation and mistrust—an important step toward process change.

New models of governance will be accompanied by other alternatives to organizational structure. In the *classrooms* of several experimental models the organization will be ungraded, thereby removing the constraints of the sequential nature of the graded pattern and minimizing the the age-grade placement as a source of status. In other programs the teacher will become a participant learner rather than an authority figure. The pupil will be a self-directing, active learner and teacher rather than someone who is acted upon.

2. **The Curriculum**

The curriculum in the Experimental Schools project will permit most significant alternatives from traditional curriculum while at the same time maintaining a more traditionally structured curriculum in several models. Curriculum offerings will be as diversified as parent-pupil populations. They will be multidimensional in their legitimacy and will defy social class biases. For example, there are four general categories under which curriculum can be grouped: ethnic multiculture, traditional skill training, community emphasis, and open structured.

While these categories suggest discreteness, they have considerable overlap. A school that stresses self-definition and ethnic awareness may be termed an "ethnic-type" school but may also emphasize the basic skills. A school that draws heavily on the wider community for subject content could be referred to as a "community" school but may be unstructured or very structured. Therefore, the curriculum aspect of the Berkeley project will counter racism by responding to the cry for relevance of ethnic minorities and youth groups alike through curriculum modification.

To prepare staff for the "new" experimental school program, serious *multipurpose training activities* will be instituted. Teachers will be provided training that will assist them in coping with the plurality in the population; they will have training in a role understanding and clarification with special emphasis on conflict between hierarchical and collegial control.

It is well known that feelings of *powerlessness, isolation, and mistrust* characterize institutions, the school included. Training aimed at removing those feelings is seen as paramount. The Experimental Schools project staff will be trained to see that while their established roles are fully recognized, it will be necessary to create new role possibilities that will keep the organization adaptive in its environment. Training will be toward social integration and away from social rank and social identification.

Teachers and administrators alike, long steeped in the bureaucratic socialization once needed for their roles, will require help in dealing with non-bureaucratic entities. They will now need to cope with a smaller instructional unit, more personalization, the "here and now" of curriculum, the task of relating cognitive and sensory learning, and many other unknowns.

In the past the roles of educational personnel have been an over-simplification of their *being* and of their *becoming*. In this program well planned and properly selected training opportunities which will cross these roles will be an integral activity to break through the institutional racism.

3. The Mode of Community Participation

The alternative schools project will provide several roles for the community that involve the members of the community in the school process in ways that can achieve significance. Some alternative schools will have parents as a major force in the development and implementation of the curriculum. In these instances they will assume roles traditionally held by professional educators.

Other alternative schools provide for parental participation with school staff on a parity basis around issues of curriculum and methodology. In this context, parents will be able to legitimize the decisions of professional personnel. There will be room in all the alternative school models for parental involvement that confronts the decisionmaking process with demand of equality of voice. This is expected and encouraged.

There are three experimental school sites where this aspect of the organization is very conspicuous (though community participation in real ways is evident in all the alternative schools).

The New Ark, a family school in which pupils will not be eligible for acceptance without concomitant parent enrollment; PTAE (*P*arents and *T*eachers for *A*lternative *E*ducation), a school in which parents will develop the curriculum and teach it; and Junior Community School which significantly will involve parents.

There is also a rich resource in the industrial sector of the community. The alternative schools project recognizes this and will develop models designed to elicit the interest of major industries to (1) supply personnel as instructors and curriculum planners for the schools in their home communities; and (2) open their shops to students in the schools for field experiences. It is conceivable that by providing greater latitude for this kind of community participation the quality of industry's potential labor force and the economic and cultural standards of the community will be raised.

This use of community resources will be employed in order to reverse and destigmatize the process whereby those of low intellectual ability are shunted into nonacademic vocational schools which emphasize training in the manual arts at the expense of the liberal arts.

C. Experimental School Sites

A brief description of the 24 options available in the Berkeley Experimental Schools proposal follows. These options are grouped by grade level and the time they will be phased into operation (See table 2, page 16.)

JEFFERSON

Zone	No. of Students	Percent of Students Onsite in Alternative	Grade Range	Operational Schedule
A	665	100	K-3	Fall 1971

a. Behavioral Objectives

1. To establish and provide a 3-model program for students (K-3) to deliver grade level basic skills and to expect 80 percent of said students to reach grade level (for each 10 months of instruction) proficiency in these grade level skills as measured by objective, commercial achievement tests (those used in the California testing program).
2. To provide three educational options to all parents (and to their children) and to *all* teachers on an ongoing basis (to be reexamined each year and changed if desired) as measured by the participation in the selection of these three options by parents, students, and teachers through a questionnaire.
3. To increase by 50 percent the active involvement of parents at the school (teacher-to-parent-to-child in all possible combinations) to be measured by a questionnaire.
4. To provide a level of affective interaction between parents and teachers and children from all racial and religious backgrounds to increase appreciation for each other and for a pluralistic approach to education, as measured by check lists, observation, and questionnaires at the end of each year, to teachers, parents, and students.

b. Description and Uniqueness

Jefferson Elementary Schools will provide a triad of schools-within-a-school for children in the primary grade age range, K-3. It will include a bilingual program in which cultural barriers among students and teachers and parents may be broken through acquisition of language proficiency in the unknown language and ultimate appreciation of different cultures. A second part will stress the individualized and personalized approach to learning and provide a structure for achieving this. The third part will provide for the retention and maintenance of the traditional school mode of instruction. All parts are open to influence from all other parts. Staff and administration will participate in an indepth inservice training program.

The Three Part Model

1. Provides three educational options for parents, teachers, and children who are racially balanced in grades kindergarten through three, with 221 children in each model. The community is made up of about 40 percent white, 40 percent black, 15 percent oriental (38 Japanese and the rest Chinese), and 5 percent Chicano.
2. Provides depth in inservice education to facilitate and support staff reeducation.
3. Is committed to a deeper level of parent involvement to bridge the gap between home and school (in both directions) through a parent education center, utilization of parents as resources, and taking the school into the home.

c. **Curriculum**

1. Multicultural: The major focus will be the creation of an environment where culturally diverse parents, staff, and children learn to understand, appreciate, and respond to mutual needs. A total community for students-parents-staff will be developed through a "heritage house," community center, and artists-in-residence.
2. Individualized and Personalized Learning (IPL): This model will provide a psychological environment and self-instructional materials which make learning possible by different resources. Students learn differently so this model will provide varied materials, varied help, varied kinds of structures, and much support.
3. The Traditional Model: This will be a traditional model of instruction which responds to those parents who want for their children a teacher-directed program with emphasis on acquisition of skills and subject matter. The major instructional thrust will be in the field of children's literature through bibliotherapy, role playing, creative dramatics, and live theater . . . there will be an integration of all subjects in the use of children's literature.

JOHN MUIR CHILD DEVELOPMENT CENTER

Zone	No. of Students	Percent of Students Onsite in Alternative	Grade Range	Operational Sehedule
D	400	83	K-3	Fall 1971

a. Behavioral Objectives

1. *Teachers* of grades K-3 will annually acquire increased skills in teaching processes and curriculum development as a result of training in child study and child development principles, to be measured by students' increased proficiency in basic skills and by observable utilization of classroom learning centers, increased parent involvement, and demonstrated improved competence in child study techniques.
2. Each year of the program, the *parents* of K-3 children will demonstrate increased involvement in the child's school experience as measured by increased participation at the school site, by participation in parent/staff problem solving groups, by assisting staff in child study processes, by generating and electing options for the child's school experience; and will demonstrate parent attitude change and degree of increased support as measured by questionnaires and improved scores on interview scales.
3. *Students* in grades K-3 will demonstrate consistent growth in basic skills as measured by standardized tests, with each child who has spent 2 years in the program and completed 3rd-grade testing at a minimal proficiency level of grade 4.0. They will demonstrate:
    - growth in creative abilities
    - increased self-reliance and competence in self-selected learning activities related to learning centers
    - sustained enthusiasm for learning
    - increased adaptability in social relationships

   as measured by child study techniques, including recorded observations and parent interviews.

b. Description and Uniqueness

This program will operate in a continuous *12-month* cycle staffed by teachers trained in child development and child study. Parents will be offered options of classrooms, grade configuration, and length of child's school year, and will have the opportunity, with staff, to generate new options.

c. Curriculum

The curriculum will be reflected in learning centers developed in each classroom in process/activity approaches to math and science, language arts, and art. Social studies will emphasize the development of content in ethnic studies.

Attention will be strongly directed in music, dance, movement, and motor development. Much of the curriculum will emerge from children's interest, curiosity, and spontaneity. Strong emphasis will be given to science, especially outdoor education, and to the utililization of the Berkeley community as a resource in all curriculum areas. While many reading programs will be explored, the focus will be on the language experience approach. In the selection of materials, priority will be given to manipulative devices, games, and materials which provoke learning through play.

FRANKLIN MULTICULTURAL

Zone	No. of Students	Percent of Students Onsite in Alternative	Grade Range	Operational Schedule
A	300	31	4-6	Fall 1971

a. **Behavioral Objectives**

On an ongoing basis:

1. To effect a significant reduction in individual and institutional racism where it applies among members of the student body, the faculty, and that segment of the community-at-large which has a direct relationship with this school;
2. To enable each child to understand and value his own cultural heritage, while recognizing the nature and worth of other cultures, and the mutual enrichment which results from an amalgamation of divergent ethnic groups;
3. To enable each child to achieve a high level of proficiency in math and the communication skills (particularly reading) through participation in a program of individualized-personalized experiences designed especially for him;
4. To develop a variety of organizational models which facilitate a better utilization of human and material resources in the school, greater involvement on the part of parents and other members of the community, and a higher level of involvement, self-determination and self-discipline on the part of the children, *as measured by District-approved measurements and records.*

b. **Description and Uniqueness**

This multicultural school will comprise three subschools and a supplementary tutorial program for those pupils in the subschools who are (a) high potential or (b) low-achievers.

Type of Students		*Percentages*
White	-	43.3
Black	-	44.7
Oriental	-	8.5
La Raza	-	3.4
American Indian	-	.01

1. **Three La Raza Classes (90 pupils)** comprising one bilingual class at each of the three grade levels. Each class will have one bilingual teacher and one bilingual instructional aide. Intern teachers also will be used. Some subjects will be taught in both Spanish and English (e.g., math and science). At other times the children will work individually or

in small groups in either Spanish or English. Ten to 15 La Raza students will be clustered in each class, depending upon parental consent. Special objectives for this subschool include:

a. Developing proficiency in conversational and written Spanish and English.

b. Improving school attendance by Spanish-speaking students.

2. **Four Asian Studies Classes (120 pupils)** with Asian teachers, in which 10 students of Asian ancestry will be clustered. The criteria used for selection of the participating Asian students will include parental consent, need for identification through peer-group contact, and—in special instances—low-achieving Asian students who might otherwise be ignored or harmed by the stereotype that "all Asians are good students." Once the makeup of the classes is determined, no further identification of the Asian pupils as a special group will be made. The curriculum for these classes will include Asian studies, and the Asian teachers will team up with other teachers in Franklin Multicultural School so that a minimum of six to eight and a maximum of 10 classes will have some exposure to the Asian-American experiences. Teachers' aides are considered essential for the implementation of this program. Special objectives for this subschool include the following:

   To improve the self-image of minority students and to teach all students to have an appreciation for the pluralistic nature of American society:

   a. by including the past experiences of various minority groups as a part of American history.

   b. by showing minority students that other students can appreciate their uniqueness rather than their quaintness.

3. **Three Multicultural Classes (90 pupils)** in which children of all cultural groups within the district are assigned in approximately the same proportion as that of the school district population. The major emphasis within these classes will be:

   a. Increasing the children's understanding of the nature and worth of all cultures represented.

   b. Finding new ways to work together harmoniously and effectively toward common goals.

   c. Helping each child learn how to learn by himself and to learn all that he can as fast as he can.

   d. Developing and utilizing new strategies for individualizing instruction, such as: a flexible daily schedule, study contracts, team learning, sharing with pupils some of the responsibility for their own recordkeeping.

   The three classes within this subgroup will each have four educationally handicapped pupils who require much special attention. An EH teacher will be assigned full time to these classes and will serve as a member of the instructional team to work with these pupils. Two aides will be assigned to these classrooms to provide additional help with individuals.

4. **Supplementary Tutorial Program** - Students from the University of California at Berkeley,

enrolled in Education 197G and specially trained for their respective assignments, will tutor (a) high potential pupils and (b) pupils achieving below grade level. They will work with pupils twice a week on a one-to-one basis, and attend one seminar a week.

c. Curriculum

Berkeley required curriculum plus materials and procedures indicated in aforementioned sub-school descriptions. *Emphasis will be upon individualized programs.*

LINCOLN ENVIRONMENTAL STUDIES PROJECT

Zone	No. of Students	Percent of Students Onsite in Alternative	Grade Range	Operational Schedule
D	200	21	4-6	Fall 1971

a. Behavioral Objectives

On an ongoing basis:

1. To develop basic communicative skills for all students, by requiring that they discuss, speak, and write about program-provided experiences, as measured by student achievement on standardized test measures, specific teacher-devised measures relating to particular activities, and student participation records.

2. To develop computational skills for all students through personalized math experiences for the student and his physical and home environment, as measured by district-approved measurements, teacher observation of student interest, and records of student participation.

b. Description and Uniqueness

For this program, "environment" will connote the personal, human entities, or environment of, by, for, and through whom this program will operate.

The students will be the developers of their instruction through their relationships and responses to the daily teacher-planned experiences. These personal experiences will be the vehicles for the development of basic skills for all students, as well as for a variety of other related interest-activities.

Paraprofessionals from the community will add a variety of skills and interests to the diversified program.

PTAE

Zone	No. of Students	Percent of Students Onsite in Alternative	Grade Range	Operational Schedule
D	30	100	K-6	Fall 1971

a. **Behavioral Objectives**

Throughout the school year, to create a spontaneous learning situation for K-6 students and their parents that will meet the needs and interests of all those involved, as measured by parent, student, teacher responses and attitudes reflected in narrative reports, checklists, questionnaires, interviews, and observation, according to PTAE and district measurements.

b. **Description and Uniqueness**

PTAE is a nongraded program which will meet away from a traditional school site and involve parents, teachers, and children in the basic and real decisions about their education. The parents, teachers, and children are from a variety of ethnic and cultural backgrounds. There will be a great dependency on the expertise and encouragement of parents and the wider community. The instructional program will evolve through trial and error and the spontaneity which is created when individuals, programs, and ideas merge in a responsive environment.

c. **Curriculum**

The curriculum will consist of standard subjects, but much of it will be developed by the parents, teachers, and children as they see the need for exploring their interests.

The classroom will be open to the community. There will be as diverse a range of community resources as possible. This will include students as well as people who can teach the specific skills which they use as practitioners of their trades.

Through the wide diversity of people involved in the classroom, parents, teachers, and children will be involved in the community in which they live. Thus, the children will be helped to grow into their community.

ODYSSEY

Zone	No. of Students	Percent of Students Onsite in Alternative	Grade Range	Operational Schedule
D	80	100	7-9	Fall 1971

a. Behavioral Objectives

1. During each school year the Odyssey program will provide parents, teachers, and students with three options in student learning as measured by student participation in each option and parent feedback.

2. By the end of each school year 80 percent of those students deficient in basic skills will have achieved a year's growth as measured by standardized and teacher-developed tests; by the end of the school year 80 percent of all Odyssey students will demonstrate an understanding of the value of a commitment to learning as a part of life as measured by parent-student-teacher checklists and observations of student interest, participation, and creative activities.

3. By the end of each school year 80 percent of the students in the Odyssey program will grow significantly in self-confidence, responsibility, and skill in interpersonal relations as measured by teacher-student-parent interview; by checklists or observations and/or attitudinal inventories.

4. During each school year the Odyssey school teacher-pupil ratio will be lower than in the regular schools to assure that 80 percent of the students in the program will show significant gains as described in items 2 and 3.

b. Description and Uniqueness

Odyssey will serve 80 students who will reflect the racial composition of the district. New students will be chosen by interview of the student and his or her parents so it is clear that they all understand and support the concepts and structure of the school, and that the student can benefit from it. These interviews will be conducted by committees of present students, parents, and staff.

Odyssey appears an alternative separate from a regular school plant. It will provide three approaches to learning: traditional classes, experimental classes, and workshop projects. Emphasis will be on personalized learning through individual and small group attention and on moving beyond the classroom walls.

c. Curriculum

Curriculum will be presented through three learning approaches: traditional classes will cover basic material in a sequential, interesting way; experimental classes will deal with material and concepts through a variety of viewpoints and approaches; workshop projects will center on a problem or project through an intensive experiential approach which will involve large blocks of time. A teacher will counsel with each student and his parents to incorporate into his program courses they feel are necessary and to discuss with him the approaches to learning most suitable for him. Curriculum will stress a variety of approaches to reading, English, math, political awareness, science, and the creative arts.

OTHER WAYS

Zone	No. of Students	Percent of Students Onsite in Alternative	Grade Range	Operational Schedule
	75	100	7-12	Fall 1971

a. Behavioral Objectives

Over the school year to: provide relevant instructional opportunities through formal and informal courses for students who are bored with or alienated from regular programs; course effectiveness to be measured by records of student attendance, student achievement in basic educational skills (according to the particular grade level of each student), teacher observation, and student-teacher questionnaires.

b. Description and Uniqueness

Traditionally, students have not had the opportunity to take an active part in shaping their community. Other Ways, started in 1968, provides an "open classroom" antidote to the "system" school for students who are bored or alienated. It provides an educational setting that will encourage a student's participation in his life in a more direct way. In addition to formal courses, there are many informal experiences in living and learning. Special emphasis is placed upon integration of technology into the curriculum, demonstrating that technology need not be denied but can be used humanely and creatively.

BERKELEY HIGH SCHOOL – EAST CAMPUS

Zone	No. of Students	Percent of Students Onsite in Alternative	Grade Range	Operational Schedule
	150	100	9-12	Fall 1971

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a. Behavioral Objectives

All students enrolled in the East Campus program for one year will:

1. Demonstrate value for themselves, their fellow students, and other members of this community as measured by student, teacher, and counselor measures.

2. Achieve comprehension in reading, composition, mathematics, and listening skills as measured by teacher/student designed measures as well as district measures.

3. Gain a value for the "educational experience" as measured by their participation (attendance) in the school program.

b. Description and Uniqueness

East Campus is an alternative school for students in grades 9-12. The present enrollment is 150 students. Students come from the West Campus of Berkeley High (9) and Main Campus (10-12). Ninety-five percent elect to attend East Campus because they feel "turned off" by the educational program experienced at the larger school. A significant percentage (25) of the student body could be classified as "transient youth," i.e., young men and women who, with their legal guardian's consent, are living on their own in Berkeley.

The instructional program at East Campus is geared toward the mastery of basic skills. Heavy emphasis is placed upon attendance. Teacher/advisors hold regular meetings with students on a small group and on an individual basis to discover where the "here and now" is with the students. Biweekly school-wide meetings are also held for this purpose. Staff meetings are held three times a week to discuss individual students and curriculum development. Teachers and all staff are expected to make home visits, invite parents and community members to the school, and–most of all–be open to constructive criticism on how to improve the program.

Experience over the past year has indicated that in order to meet the needs of the students more effectively the school year must be lengthened to 11 months and the school day extended to include evening classes. A small 24-hour residence facility to house six to eight young people at a time should be provided.

Counseling services will be expanded to provide students, parents, and teachers an opportunity for ongoing small group experiences aided by competent professionals. Additional effort should be put into followup of students after graduation to determine how they (the graduates) feel the program can be improved.

Students enrolled at East Campus need exposure to the world of work. Students will be provided an opportunity for paid part-time employment supervised by their teacher/advisors; the teacher/advisor and the student to relate his school experience to his work.

Instruction will be individualized further. Small summer school classes in which teachers and students together will define instructional goals in math, English, social studies, etc., will produce an interdisciplinary student-centered curriculum. Coupled with this will be the establishment of a comprehensive media center. This center will include videotape, cameras, cassette recorders, etc.

Parents of East Campus students will be interviewed when their son/daughter enrolls. Regular parent meetings will be held during the year and an East Campus newsletter will be mailed out regularly. Parents will receive handwritten evaluations of their son/daughter's progress and will be invited to the school – both to visit and to participate.

BERKELEY HIGH SCHOOL – MODEL A SCHOOL

Zone	No. of Students	Percent of Students Onsite in Alternative	Grade Range	Operational Schedule
	360	11	10-12	Fall 1971

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a. Behavioral Objectives

1. During the school year through the reading labs, personalized instruction and group activities will be designed so that students will develop word attack skills that will permit them to decode words at or above grade level. These skills will include such processes as: decoding, syllabicating, and discerning spelling patterns; the Gray oral reading tests will be evaluated by the district's reading comprehension testing system.

2. Through the math skills labs, students will achieve through individualized instruction grade level or above grade level competency in the rudiments of math. Students will be tested by the district's math tests program.

3. Through the required 10th grade *Study of Man* course, students will gain knowledge of the commonality of goals shared by different cultures of the world. Through the same course students will learn to appreciate the various methods used by cultural groups to achieve those common ends, as measured by observation and checklists by students and staff, and/or district-approved attitudinal inventories.

4. Through the required 11th grade *American Culture* course, students will learn to appreciate the contributions made to American culture by various European, African, Latin American, and Asian groups and the values associated with pluralism . . . by examining American society as *The Family of Man* in a microcosm and as measured by district-approved and/or developed test instruments.

5. Through the various elective programs and the recreation-oriented physical education courses, students will experience greater interpersonal associations as measured by student-staff interview, observation, and district-approved checklists.

b. Description and Uniqueness

Model A School will be designed around a philosophy stressing image enhancement and success. While the level of achievement of many students in reading and math is below grade level, there will be no low achievers in the program.

Students will be classified according to the Gates MacGinitie vocabulary and comprehension tests.

Model A School will be a structured skills-oriented subschool at Berkeley High School. Its courses are interdepartmentally offered with the emphasis placed on the "humanities" and are specifically designed to enhance the basic skills of students, eliminate racism, promote the joy of learning, and focus on the pluralistic aspect of our society. Model A School classes will be completely heterogeneous; 47 percent of the student population will be from ethnic minorities. The students will reflect the greater high school student population academically, socially, and racially.

BERKELEY HIGH SCHOOL – BLACK HOUSE

Zone	No. of Students	Percent of Students Onsite in Alternative	Grade Range	Operational Schedule
	125	100	10-12	Fall 1971

a. Behavioral Objectives

Over the school year, to provide a program which will:

1. Develop and evaluate the merits of a racially isolated setting in which self-definition and increased self-esteem, as measured by teacher developed instruments for assessing attitudes, are stressed.
2. Develop and evaluate teaching methods in which the content is synonomous with the teacher as measured by teacher-students evaluation conferences.

b. Description and Uniqueness

Black House is an alternative school for black students in grades 10-12 who have experienced isolation, powerlessness, and low achievement in their previous enrollment in the regular Berkeley High School. Some are literal dropouts; others are psychological dropouts.

The program of the school is designed primarily to restore self-esteem in the students and imbue them with a sense of adequacy. Subject is incidental as it is traditionally defined. The uniqueness of the approach to learning subject content is the selection of teaching personnel. Such teachers are recruited who have the expressed and demonstrated talent of working in very personal ways with the students. All teachers are black – not merely by racial definition – but by possession of a black consciousness. Wide knowledge obtains in the persons of the staff, and this is translated into subject content.

BERKELEY HIGH SCHOOL – COMMUNITY HIGH SCHOOL

Zone	No. of Students	Percent of Students Onsite in Alternative	Grade Range	Operational Schedule
	225	7	10-12	Fall 1971

a. Behavioral Objectives

On an ongoing basis throughout the year to:

1. Create an attitude in students, staff, and parents enabling them to see education as a flowing, organic process not confined or defined by time, space, or building. This attitude would enable students to operate as teachers, teachers as administrators, and community volunteers as all three. Work and travel would become valued as part of education rather than separate from it. Formal education would be pursued at times of maximum readiness and willingness rather than arbitrarily at predetermined times.

   To be measured by: 1) Evaluative methods and materials developed by the alternative schools this year, e.g.,: a) student profiles which include a history of school experience for each student in which that student explains how he/she has felt about school in the past and in the present; b) written evaluations by teachers describing the growth observed in individual students they are working with, and the degree to which the student is functioning in the school; c) staff diaries, interviews, either written or taped, dealing with similar questions; d) parent polls and evaluation forms and interviews; and 2) outside observers of the alternative schools evaluation team.

2. Help students to become self-actualizing individuals, in the sense that they: master a process of gathering information, analyzing options, making responsible, conscious desions about their lives; actively pursue goals of their own rather than those developed and imposed by others.

   To be measured by: 1) Cognitive tests (either CTBS, which is being used to measure a year's growth, or the reading and math tests devised by the alternative schools) to show basic competence in reading and computation; 2) affective tests such as those administered in previous CHS evaluations by Block (sentence completion, etc.) indicating self-concepts and growth patterns in areas such as potency, confidence, maturity, courage, independence, idealism, imagination, futility, etc.; 3) the aforementioned CHS written evaluations and student profiles.

3. Develop attitudes and behavior in students, enabling them to: learn how to interact more productively with diverse members of the Community High School community; have an operating knowledge of and value for different views and life styles; perceive themselves as actively responsible not only for their own lives but as important participants in groups that differ from their own.

To be measured by: 1) outside evaluation team observers of the Experimental Schools Program; 2) evaluation tools developed by the alternative schools (tapes, interviews, group discussions, written material, videotapes, profiles, etc.) enabling the people in a school to evaluate their own processes and achievements by documenting the feelings people within the school have about the school as a community, the respect held there for diversity, etc.

4. Create an environment that enables staff, students, and parents to perceive Community High School as a place that provides its people with the maximum possibilities for involving themselves, and enables staff, students, and parents to become involved because they believe they can create change and because they see the school community as a place where important decisions about themselves can be arrived at and facilitated.

   To be measured by: 1) Community High School conducted interviews with students, staff, parents; 2) interviews conducted by Experimental Schools Program evaluation team.

b. Description and Uniqueness

The 225 Community High School students will be heterogeneous in ability and race. The program will be centered in community involvement. The school will operate as a confederation of four tribes, the Inter-Tribal Council making decisions that involve the whole school and the individual tribes deliberating on matters concerning the tribe in which all tribal members participate via the tribal meeting. There will be four full time staff members in charge of each tribe. Students will select the tribe of their choice and with staff help develop a class program centering around the tribe.

Student programs and instruction will be individual and varied, offering both academic and vocational programs, and providing the greatest possible amount of individual contact between student and teacher.

The school structure will allow for maximum student participation: students will select their programs; classes will be molded to meet the needs and interests of all students; and similar flexibility will pertain to tribes, curriculum, and schedules.

The Inter-Tribal Council will consist of student, parent, and staff representation, permitting overlapping activities, contact, and steady counseling. Ongoing evaluation and soul searching will prevail at all levels. Finally, for those students who see school as abstract, the "action" in the "real" world is not. Thus the Community High School classroom will take place "in the streets" as well as in the school.

In sum, Community High is and offers:

User-developed school with full participation in school government by students, staff, parents.

High degree of individualized instruction.

An alienated staff and student body dealing in an out-front manner with their alienation and attempting to build a school, and processess of learning and communicating, that are meaningful to them.

A curriculum that changes each semester because it is put together via a negotiation process between staff and students, reflecting their needs.

A community-centered program offering vocational (job skills) and practical (e.g., carpentry, farming) experience to students.

BERKELEY HIGH SCHOOL – THE AGORA

Zone	No. of Students	Percent of Students Onsite in Alternative	Grade Range	Operational Schedule
	140	4	10-12	Fall 1971

a. Behavioral Objectives

1. In the course of the first 12 months, to build a sense of community among the full and diverse student, teacher, and parent members of The Agora community. This sense of community would be specifically measurable through the development of the following components and evaluated by the members of the community themselves.
    a. Elimination of institutional racism:

    Representation within the Agora of identical racial proportions existing within Berkeley High School as a whole.

    Development of a teaching staff racially proportionate to The Agora student body.

    Development by minority students, teachers, and parents of a curricular program relevant to minority group members.

    b. Elimination of student and parent apathy in decisionmaking, policy development, and governing of the school.

    Development by all students of a functional student government with broad academic and fiscal powers.

    Creation of direct school-parent contact through teacher home visitations, parental involvement in the classroom, and parental participation in policy determinations for the school.

2. In the course of the first 12 months, to deliver basic skills to all students in The Agora by achieving the following:
    a. To ensure a minimum of one year's reading, writing, and computational growth as determined by district testing.

    b. To ensure intensive experience in the communication skills of listening and speaking, to be evaluated by observation by The Agora teachers.

    c. To provide intensive remedial assistance to all The Agora students reading, writing, communicating, or computing below grade level, and to measure resultant growth through district testing.

b. Description and Uniqueness

The Agora is perhaps best described in the words of one of its students:

"The Agora was created for students who were failing, who were bored, or who were disenchanted with the school system. The goal, therefore, is to make the school interesting, stimulating, and educational for all students."

Student participation will be encouraged; some classes may be student taught. The emphasis will be to try to cover a wide range of subjects to satisfy the interests of all. Students will choose their own classes and teachers, and participate in the planning of the school. Students will participate in setting the rules and making the decisions that have to be made for a school to function. Since the school is for the students, the students should have a voice in what goes on in the school. This responsibility also ensures that the students will work hard to make the school work, because it is their school – they have a stake in it.

The Agora will be composed of 140 students from Berkeley High School, representing, equally, grades 10 through 12. In the fall of 1971, the student population will reflect these racial proportions: 40 percent black, 50 percent white, 10 percent Chicano, Asian, and other ethnic groups. The Agora student body represents 4 percent of the overall population of Berkeley High School.

c. Curriculum

The Agora curriculum will be a student-staff developed program which is to be developed afresh each semester. Courses will be offered in (but not limited to) these areas: English, history, art, mathematics, drama, science, dance, and physical education.

BERKELEY HIGH SCHOOL – ON TARGET SCHOOL

Zone	No. of Students	Percent of Students Onsite in Alternative	Grade Range	Operational Schedule
	140	4	10-12	Fall 1971

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a. Behavioral Objectives

On an ongoing basis, throughout the school year.

1. To increase through direct experience the numbers of students actively working toward individual careers, as measured by records of student attendance and interest in the program, and through staff records of student activity.

2. To provide opportunities for each student in the On Target School with at least 30 hours of direct contact time, and thereby, first-hand, career-oriented experiences in business, industry, and educational institutions related to science and technology and career options, as measured by student attendance records of participation, student reports, observation, and narrative records by representatives from business and industry.

3. To provide On Target School faculty with direct and current experiences in business and industry related to science and technology for the development of instructional materials that are relevant and meaningful to modern day youth, as measured by staff appraisal of the effectiveness of the materials produced, through observation and records of student interest.

4. To involve and incorporate the resources of business and industry in the educational process, as measured by records of and materials supplied by business and industry, and records of time and services offered by the industrial staffs and industry-education councils.

b. Description and Uniqueness

The On Target School will be designed to provide relevant instruction and experiences to students of all races and abilities which will enable them to select possible careers for their life's work. Since we live in a world in which we must share a knowledge of science and technology, concentration will be devoted to businesses and industries so oriented, and to the acquisition of basic skills to enable success in the career options.

The program will provide more resources for students through the input of an integrated faculty and several departments, all working toward presenting meaningful experiences to students which will assist them in career decisions. Further, support from the business community will be utilized through regional and county industry-education councils. Real experiences will be provided through field trips and job experience as well as career counseling by industry representatives.

Courses will be offered in block scheduling patterns to enable the incorporation of the features of the school, and still provide students with the ability to secure all the subjects necessary for graduation and further education.

Fifteen courses will be offered initially, others will be added to allow sufficient flexibility to student programing over a 3-year period.

THE NEW ARK

Zone	No. of Students	Percent of Students Onsite in Alternative	Grade Range	Operational Schedule
	150	100	K-12	Fall 1971

a. Behavioral Objectives

1. On an ongoing basis all participants—students, staff, and an adult member of each family—will demonstrate increased skills in four aspects of problem solving as a basis for mastery of basic skills and for affirmative educational uses of individual and group differences as related to:
    - a. Examining the ways in which he spends his time in terms of,
        - 1) Describing his process of planning his activities;
        - 2) Describing his choice of methods for implementing his plans;
        - 3) Documenting (i.e. recording) the activities in which he engages: and
        - 4) Evaluating the effectiveness or value of his activities, as measured in terms of the extent and formal organization of each participant's records of his activities (diaries, narrative reports, graphic representation in drawings, or murals, etc.)
    - b. Making his views and specific dissatisfactions known to other individuals whose efforts he needs in order to improve a situation, as measured by sociometric ratings by the participants early, midyear and late in the school year.
    - c. Resolving conflicts by recognizing what different conditions individual participants need in order to use their particular competencies, as measured by sociometric ratings by participants.
    - d. Contributing to clear mutual expectations about what actions each person can hold others accountable for, as measured by sociometric ratings and/or interviews with participants.
2. By the end of the first year, each student will show increased skill in:
    - a. Reading comprehension, as demonstrated in oral reports on the substance of the students' reading.
    - b. Differentiated and original written expression of ideas and subjective viewpoints, as demonstrated in stories, poems, news articles, reports of team projects, and letters.
    - c. Self-directed uses of math in solving practical problems in team projects, as measured by the degree of success of application.

    Proportionate increase in competencies would be expected in second and third years; plus,

1) increased competencies in the mechanics of formal organization in writing and oral communication as measured by debate, reports, letters, and news stories; and

2) increased self-consciousness about strategies and alternatives in approaching questions, problems, and practical choices.

Greater gains would be demonstrated by those students who have been farthest below grade level in previous schools the first year in the New Ark.

b. Description and Uniqueness

Home and school will be integrated and learning will take place in the context of problems and projects that are viewed as important by the child and his family. In this multicultural community, use will be made of each person's unique educational resources and competencies. Learning will be organized around the process of problem solving: planning, trying out, documenting, and evaluating. Basic skills would be mastered as need for them arose in the work projects. An apprenticeship prototype would allow for active participation of all ages of students, parents, and other community members.

c. Curriculum

Traditionally, curriculum is conceived and developed in isolation from the ongoing process of coping with problems and issues that arise in the school's diverse population. In contrast, this school is designed to combine and give *equal* attention to three aspects of education for citizenship in a culturally diverse community:

1. Developing skills in identifying value of individual, family, and ethnic differences;

2. Developing skills in resolving conflicts that arise from these differences; and

3. Developing a wide variety of communication and problem-solving skills, including but not limited to the three R's.

In this complex, fluid, and diverse kind of learning environment, coherent form and continuity of direction are insured by requiring that applicants for places in the school make a commitment to be accountable for examining all activities in terms of four facets of problem solving: planning, selecting methods for implementing plans, documenting, and evaluating the activity in terms of its educational payoff.

CASA DE LA RAZA

Zone	No. of Students	Percent of Students Onsite in Alternative	Grade Range	Operational Schedule
	150	100	K-12	Fall 1971

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a. **Behavioral Objectives**

1. In the Casa de La Raza program, 75 percent of the beginning students, grades K-12 will respond with an awareness for and value of their cultural heritage, traditions, and values:
    a. Through positive attitudes reflected in 1 year's growth in learning skills and creative activities as measured by teacher, parent, and student (staff) observation, student profiles and reports, teacher-directed tests, and other specific instruments.
    b. Through positive attitudes reflected in the continuing growth in interpersonal relationships within their group and with other groups throughout the community, as measured by staff observations, reports, and student self-assessment.

2. On a continuing basis, students in any grade level, K-12, in the Casa de La Raza program will demonstrate self-actualization through the initiation and pursuit of goals and options related to their learning activities, as measured by staff observation and specialized measurements.

3. According to the dominant language of the student, either Spanish or English, 75 or 80 percent of all K-12 students, will achieve 1 year's growth in basic language and math skills for each year of attendance, as measured by staff-developed tests, special alternative school tests, and staff observation.

4. On an ongoing basis, to prepare and provide bilingual staff training toward effective teaching of the second language through:
    a. All-day involvement in the teaching-learning process in theory, language, and practice to develop strengths, techniques, tools, methods, and materials, and
    b. To provide learning through first-hand personal and academic inter-relationships with both youngsters and adults, as measured by staff observation, language tests, and other staff-developed tests.

b. **Description and Uniqueness**

This school will provide a new educational option for students, parents, and community. All will work cooperatively, in an open and motivating environment, to reinforce their cultural heritage, traditions, and values. All will be students; all will be educators. A truly bilingual educational experience will be offered to parents and children, including youngsters of school age that have been "pushed out" of the educational system. Individualized and personalized approaches to learning, as well as group teaching by young and old, will be used. Casa will be run by a parent-student-staff administrative board. Classes for adults, in which students and staff will train parents in basic skills, will be provided to facilitate parent involvement in educational experiences with their children and friends. Casa will also have a preschool program for children which will serve also as an educational center for teenaged parents.

c. Curriculum

In the culture of La Raza, music, art, theatre, and dance all play very important parts and will have their place in this school. Casa will have programs designed to channel creative energy and learning abilities into theatre, dance, music, and art. The school will be nongraded, with a basic curriculum approached in a manner relevant to the background and social situation of the students. The curriculum will include *language arts,* the emphasis being on developing truly bilingual students; *history* as seen from the perspective of La Raza; *cultural studies,* including religions, folklore, crafts, magic; *fine arts,* where Spanish-speaking authors, dramatists, artists, film-makers, etc., will be studied. Also included will be studio classes in plastic arts and the aforementioned cultural programs; *science,* natural, physical, and social sciences all taught through bilingual teaching methods; *mathematics;* and *physical education.* The curriculum includes social services as well: health education and services, legal education, counseling guidance, and an educational center for teenaged parents.

WEST CAMPUS – ALTERNATIVE 9B

Zone	No. of Students	Percent of Students Onsite in Alternative	Grade Range	Operational Schedule
	50	4	9	Fall 1971

a. Behavioral Objectives

Throughout the school year, to provide academic skills and to try to develop positive attitudes toward school so that the students may move to the Main Campus at midsemester, as measured by student progress and attitudinal change demonstrated by comparisons of beginning and ending semester scores on standardized achievement tests, teacher observation, teacher-student-parent interviews.

b. Description and Uniqueness

This school will serve approximately 50 students who failed to achieve the previous year at West Campus, retaining them in order to prepare them for a successful transition to the Main Campus at midsemester.

To provide work experience for these students so that they may see the relevance of a need for education in the working world and, as a by-product through their work, develop a sense of responsibility–getting to work on time, etc.

BERKELEY HIGH SCHOOL COLLEGE PREP

Zone	No. of Students	Percent of Students Onsite in Alternative	Grade Range	Operational Schedule
	250	8	10-12	Feb. 1972

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a. Behavioral Objectives

On an ongoing basis:

1. To institute a college preparatory program for underachieving black secondary students, utilizing an Afro-oriented approach to the traditional subject content.
2. To provide courses of study for underachieving black secondary students that will insure college admission and/or entry into non-college career lines for 60 percent of the graduating seniors in the program each year, as measured by the actual number of students admitted to college or other careers.

b. Description and Uniqueness

The school will be structured more firmly than that now existing for these students, and the curriculum within the school also will be structured closely. School-home contacts will be sought and built upon, and persons who are representative of the students' community will be sought and placed in strategic student-related positions to decrease school phobia and the growing polarization of underachieving black youth.

Thus:

The instructors and paraprofessionals will represent the ethnic and racial composition of student body as realistically as possible.

An ongoing requisite of the curriculum will be community involvement for the students.

Parents of the students will be involved with the school from its start and very close contact will be kept between them, the instructors, and the paraprofessionals.

The instructors and paraprofessionals will also function as counselors so that students can more definitely be directed towards college or careers of their choice.

c. Curriculum

The college prep curriculum materials will offer an Afro-oriented emphasis to meet black students' day-to-day needs and college requirements; they will consist of the traditional social studies, English, foreign language college–required courses, but taught from an Afro-oriented perspective, using Afro-oriented materials.

Further:

The curriculum will contain special college skills courses; and will include special courses aimed at success in specific testing situations.

The other special areas will take place in the regular high school, i.e., science, math, physical education, etc.

At least three fourths of the student's coursework will be in the College Prep School.

BERKELEY HIGH SCHOOL – SCHOOL OF THE ARTS

Zone	No. of Students	Percent of Students Onsite in Alternative	Grade Range	Operational Schedule
	250	9	10-12	Feb. 1972

a. Behavioral Objectives

Upon completion of 3 years in the School of the Arts, the student will:

1. Acquire an integrated, broad knowledge of the arts in relationship to society and his heritage;
2. Develop positive attitudes toward achieving in other disciplines due to his success in the arts; and
3. Demonstrate ability to further define and develop processes and skills related to his artistic endeavors, as measured by achievement tests, teacher and peer group observation, self-evaluation, and public performance.

b. Description and Uniqueness

This program will be oriented especially to the following students:

1. Those who have demonstrated success in the arts but deficiencies in basic skills;
2. Those who are seeking a broad cultural approach to the arts;
3. Those who wish to develop indepth skills and knowledge as a performance specialist.

It will provide a small instructional unit located in a well-arranged physical area that facilitates personalization and allows accommodation of differences in learning styles, interests, and abilities–making use of the success often achieved in the arts and the trust developed in those teachers as a springboard for motivation toward acquiring basic skills and knowledge in other educational aspects.

Further, the program will enhance the opportunities for an individual to clarify the relationships between himself and his own cultural and ethnic tradition through the use of such techniques as black drama productions, jazz workshops, concerts, and plays by community artists, teaching Spanish by producing a play in Spanish, etc.

The integrated curriculum with a broad cultural approach will involve the disciplines of art; dance; drama; music, foreign language; and communications skills in the areas of writing, TV, radio, film-making with an English-history humanities core. (Math, science, and physical education requirements would be satisfied in the main high school.)

TILDEN JUNIOR COMMUNITY SCHOOL

Zone	No. of Students	Percent of Students Onsite in Alternative	Grade Range	Operational Schedule
A	150	100	K-3	Fall 1972

a. Behavioral Objectives

On an ongoing basis:

1. To develop and evaluate experiential, community-based curriculum.
2. To develop and evaluate a strategy for the involvement of the community in the life of the school.
3. To develop and evaluate the operation of a junior community school through predetermined test measurements.

b. Description and Uniqueness

During the planning year (July 1, 1971 - June 30, 1972), the planning staff will address objectives:

1. By developing a community curriculum design, based on the particular configuration of the the Berkeley community.
2. By surveying the community to find individuals with special competencies who can relate to elementary age children from work, residential, and ethnic communities contributing to community life and by recruiting such persons to form a community resource pool from which the teacher can draw.
3. By working out job descriptions for staff to include cross-class activities, integration of community contact, and time for the necessary curriculum design and reflection tasks; by selecting a competent staff for whom educational innovation is expected and who can become excited in the midst of the demands of a community-oriented program; by developing training procedures which will permit the staff to organize for the operation of the school, participate in the survey and recruitment of community personnel, and grow toward group spirit; and by identifying educational artifacts which will be needed by the school. Directions for assessing both standard school skills and distinctive community learnings will need to be developed during this year.

During the summer of 1972, the planning staff and teachers will address objectives:

1. By designing curriculum components which include standard school skills and community inputs.

2. By developing procedures for the effective involvement of community contributors to the curriculum. Teachers will flesh out directions for assessment. Schools have become isolated from the communities they serve. School children spend most of the working day in classrooms, thereby being separated effectively from contact with the world of work which is the major aspect of community life. Likewise, the classroom has become separated from the main stream of community experience, understanding, and caring. Children, particularly from minority groups, need to become aware of the competence and valuable contributions to community life made by their parents and their people. Ways need to be found to help communities share in the education of their young and to help schools use community resources for educational purposes. We propose to recruit persons from work, residential, and ethnic communities to instruct the students at their points of competence as these relate to curriculum demands, and to pay for these services.

3. The plan is for six classrooms (150 students) distributed by socioeconomic class and ethnic background to reflect the balance of the Berkeley Unified School District.

c. Curriculum

Tilden Junior Community School is a K-3 school in which persons from the community are involved in the formal instruction, based on the place their competencies meet, enrich, and make relevant the school's curriculum.

MARTIN LUTHER KING CLUSTER

Zone	No. of Students	Percent of Students Onsite in Alternative	Grade Range	Operational Schedule
A	280	22	7-8	Fall 1972

a. Behavioral Objectives

On an ongoing basis:

1. To free students and staff psychologically to such a degree that they will be able to utilize their innate talents and abilities to bring about learning of basic skills through a series of experiences which include curriculum-encompassing sensitivity sessions for staff and students—both individual and group—designed to reinforce an individual's self-worth. Standardized group and individual tests would measure this objective.

2. To develop students and staff who can fully accept racism within themselves and within society, through required curriculum that emphasizes the value of different races; scheduled personal experience in the school and community; and group-individual psychological sessions. This objective would be measured through psychological interview.

3. To change the vertical organization of the school, and to create an educational environment, with parity, which can effectively educate all the students of the school, through a series of checks and balances devised by students, staff, and parents. This objective could be measured by interview, ballots, and questionnaires.

b. Description and Uniqueness

Emphasis will be on psychology—designed to prepare students to deal with themselves as worthwhile individuals *before* dealing with basic skills in English, mathematics, social studies, etc.

The cluster school will include all major ethnic groups (45 percent caucasian, 40 percent black, 10 percent Asian, 5 percent Chicano); with equal sex representation; and both achievers and nonachievers.

The basic goal of the cluster school will be to establish a small learning community that will create a feeling of belonging by reducing the anonymity which normally exists in the larger institutions. Students remain together in a cluster as they proceed through the school day. Because they share the same experiences and teachers, the students develop a closer relationship with everyone involved in the cluster program. The participation of the parent in the development of the program and in the day-to-day activity will be encouraged to promote close ties to the larger community. Students necessarily will be engaged in planning activities and carrying out many aspects of the cluster program. This will engender a feeling that they are effectively participating in making relevant decisions. The cluster school will be a model from which much can be learned—more effective organization of secondary schools; new ways of effectively helping students to become a part of their society; developing a sense of community; and creating feelings of personal worth within the school system.

WILLARD ALTERNATIVE

Zone	No. of Students	Percent of Students Onsite in Alternative	Grade Range	Operational Schedule
D	300	35	7-8	Fall 1972

a. Behavioral Objectives

1. On an ongoing basis, to provide an alternative school model involving the resources of students, parents, and staff, designed to enable students to develop a strategy for assimilating a body of knowledge relevant to their life styles. The primary thrust will be to maximize future social, educational, and career options as measured by student-staff participation, and progress through student-staff observation, checklists, and written records.

2. To develop a curriculum utilizing the resources of the community at large, students, and staff specifically designed to:

   a. Deliver maximum grade level skills to all students in the area of communication, reading, computation, listening, logic, creative thinking, and organization.

   b. Raise the self-esteem of each individual student so that he demonstrates a positive self-image as determined by written records and observation by peers and staff of the quality of his daily performance.

   c. Develop qualitative and quantitative skills for each student which are necessary to function effectively in college and/or the world of work, as measured by district-approved test measurements.

3. To create an educational community which provides all students with:

   a. Security for maximum effectiveness as a learner and as a teacher.

   b. Humanistic attitudes toward the society in which he lives.

   c. A basic understanding of self and how to relate effectively to those physical and social forces which surrounds him, as measured by student/teacher interview, questionnaire, and written reports.

b. Description and Uniqueness

The school day would be divided into three components:

1. The Learning Dynamics component will consist of a daily session at the beginning of each school day in which students, staff, and parents will work together in planning, implement-

ing, and evaluating the ongoing program. Monthly evaluation sessions also will be held in the evening in order that there may be full community participation.

2. The Basic Skills component will consist of classes in English, history, mathematics, and science and will take place in the morning. Double periods may be the rule so the teachers may be involved in more than one discipline, minimize the number of teacher contacts for the students, and give a longer and more flexible learning core of time.

3. The Afternoon Component would be designed so that students would develop a greater knowledge, understanding, and participation in their community. This would be accomplished through field trips, individual research projects, and community resource people. This time also would allow the students to explore their personal interests and talents.

WEST CAMPUS: 9A – MULTICULTURAL HIGH POTENTIAL

Zone	No. of Students	Percent of Students Onsite in Alternative	Grade Range	Operational Schedule
	250	18	9	Fall 1972

a. Behavioral Objectives

Throughout the school year to:

1. Permit increased sharing of ideas, techniques, and materials and the development of interdisciplinary learning activities among the staff, as measured by course effectiveness and increased communication and awareness through staff diaries, records, questionnaire response, and observation.

2. Provide improved and increased opportunities for tutoring and individual activities to meet different student needs, as measured by increased levels of student achievement in all cognitive areas on district-approved measures.

2. Provide a climate wherein innovation is encouraged, as measured by written records, observation, and interviews of students and staff.

4. Provide opportunities to build a closeness among all students as measured by student diaries, reports, and teacher-student observation.

5. To develop basic academic skills for all students, as measured by narrative reports, teacher-student observation, and district-approved measurements.

b. Description and Uniqueness

Emphasis will be placed on academic achievement for college prep students from multiethnic backgrounds. This school will stress the development of cognitive and social skills with emphasis on progress toward personal self-direction and ownership of time. Parental involvement will be stressed.

Students will enter "A" under three programs:

1. State-identified - individual testing
2. Berkeley Plan
3. AB-807 - Minority students with potential selected by screening committee.

Of the 250 students, one-half will be from low-income families, 145 will be white, 65 black, and 40 will be oriental and from other groups.

WEST CAMPUS – ALTERNATIVE 9C

Zone	No. of Students	Percent of Students Onsite in Alternative	Grade Range	Operational Schedule
	100	8	9	Fall 1972

a. Behavioral Objectives

Throughout the school year, to develop and offer within the community new, relevant educational experiences to enrich the offerings for those youngsters who are able to accept that responsibility, as measured by student participation and achievement records in these activities through interviews, film, direct and indirect observational methods of and by students/teachers, questionnaires, and testing instruments.

b. Description and Uniqueness

Through the commitment of the student in regard to his own education and progress toward that development, this program will attempt to build within each student an acceptance of his own responsibility in determining his future by contracting for part of his education through the utilization of the resources of the community.

c. Curriculum

The curriculum will be formed by combining basic courses with the resources of the community, using performance contracts, e.g., through an art or history contract with a museum and/or library both for on-the-spot experience and for enrichment in the field.

WEST CAMPUS: 9D – BLACK HOUSE

Zone	No. of Students	Percent of Students Onsite in Alternative	Grade Range	Operational Schedule
	75	6	9	Fall 1972

---

a. Behavioral Objectives

On an ongoing basis throughout the school year to:

1. Experiment and develop new teaching techniques and styles as they relate to black youngsters to promote the development of feelings of self-worth and self-acceptance, as measured by student-teacher observations and checklists, student-teacher-parent interviews, and student response on selected or developed attitudinal inventories.

2. Provide for a crash program which will allow for an acceleration of student learning in all basic skills as it relates to a pluralistic society, as measured by student response to teacher-directed and district-approved instruments.

b. Description and Uniqueness

Program emphasis will be on minicourses of 6-week duration to allow for a rotation of students (both in terms of more opportunities for more students, and in terms of not making Black House a permanent placement).

The program will serve only black youngsters, taking advantage of their cultural background and relating it to the development of an awareness of self and acceptance of self. Opportunities will be offered for success by promoting student development of basic skills which will allow him to compete in this pluralistic world.

c. Curriculum

Such subject matter as the following will be offered:

....Black finance/economics
....Black performing arts
....Cultural awareness
....Black history

III. THE OPERATION

A. Staff Development

Staff development in the alternative schools program will be an alternative to traditional teacher training and inservice education programs. The innovative and diverse population in the alternative school staff and their commitment to change will provide an excellent opportunity to approach teacher training in new ways.

In school systems everywhere, inservice training has been organized around the cognitive aspects of mastery, i.e., techniques and information which have been handed down from the top echelon of the school system. When it has dealt with affective training in the T-group sense, it has aimed at achieving personal support, but has done this in narrow ways. As a result, trainees completed training programs without experience in conflict resolution or ability to appreciate differences. The resulting isolation undermined the entire effort.

The staff development plan for alternative schools will recognize the major issues in interpersonal life and address itself to these.

These issues are perceived to be:

1. Mastery vs. powerlessness.
2. Mutual support vs. isolation.
3. Accountability for action based on clear mutual expectations vs. mistrust.
4. Racism and its resulting effect upon the program.

Training will be designed to acquaint persons with alternative behavior and reduce their defensiveness. The training will provide a wide range of opportunities for experimenting with new behaviors, examination of the range of roles in teaching, and time to practice as many of these as possible.

The program's first year is seen as a developmental year with a training associate spending time trouble shooting in classrooms and through meetings with teachers, parents, and students. This will assure teacher, as well as administration involvement in the training design, a commitment to the training, and will guard against unilateral decisionmaking and the dehumanization factor usually built into the training.

Some of the first year activities will emphasize assessment: diagnosing weaknesses and strengths for certain job settings; identifying what pupil behaviors are being sought in various teaching strategies; relating optimum strategies to the desired outcomes; and discriminating between various strategies, outcomes, and learners; and the relationships among them.

The purpose of this approach to staff development will be to provide needed data to individualize training programs on the basis of diagnosis and feedback. The result of training thus approached can provide teachers with a repertoire of new *behavior* patterns as well as new knowledge and improved skills.

Individualized training models also will be instituted. The participants can be phased in using a selection process that begins with the most powerful sector of the organization, and proceeds downward to the least powerful sector. At each juncture a select number of students will receive training with staff. Every attempt will be made to have the student trainees representative of the major interest groups in the community as well as reflect the plurality in the school population.

Persons with behavioral science skills and knowledge of racial needs will do the training. If possible those skills will be further refined in the sense that they will be in the area of social systems analysis. The school will be viewed as a social system in terms of roles of the incumbents, expectations, and personal predispositions.

Cognitive learnings will include: solving human problems in education organizations, motivation, professional growth, interpersonal relations, conflict management, team building, group problem solving, leadership development, race relations, and community coalition formation.

Specific training activities will take place in the alternative schools at the point the project becomes operational as well. These activities will have specific aims intended to advance the ends of the program in which they occur. They may also provide relevant data for the overall program. For example, there will be orientation and training in objective writing, data collecting, retrieval systems, and observation skills for those persons who will participate in the evaluation process. At one of the alternative schools there will be language training in Spanish and English; in another alternative school teacher training around child development theory will be instituted as a major component of the program. It is expected that these pre- and initial-project training efforts will give direction to the planning of the staff development design and will assist in the developmental changes that will take place in the program.

1. The Media Team

The media team will work with Super 8 film videotape, and still photography to promote and document growth and change as it occurs in the schools.

The films will honor diversity and respect alternative life styles and teaching modes, and will be used to affirm uniqueness, evaluate growth, motivate change, and interpret goals and methods for achieving them.

Some of the following film experiences have been tried in Berkeley and found to be effective. For example, a class which may be videotaped in the morning, may view the tape during the afternoon session. This permits current discussion of the day's activities, provides early decisions for change, and helps teachers to become more explicit in the use of chosen activities and methods to attain their program objectives.

Further, a week's films and tapes may be edited for a presentation at a parent-staff meeting, enabling immediate and definitive focus for practical and meaningful discussion. A progression of films throughout the year will serve to record and document the history and growth of the alternative schools program.

Moreover, other Berkeley students and teachers located in either alternative or regular programs may view the films and learn from them; films offer many uses for inservice training sessions; they also may be used to report what is happening in the schools to the community and visitors to the community, thus reducing the need for onsite school visits. Prints of films and tapes will be available for viewing at the visitors' center, and eventually a media library will be compiled so that visitors may select particular models of schools for viewing. The tapes and films may be exported to other districts and schools throughout the Nation enabling wide benefit from the experiences documented by the media team.

B. Public Information

Because of the scope and magnitude of this project, a crucial component in its implementation, operation, and eventual success will be the way in which the public is informed. Massive and thorough efforts will be employed to insure that the school community and the wider community have the facts and are currently informed on the development of the alternative schools. These efforts will be aimed at every facet of the Berkeley community and will include written materials as well as press, radio, and TV coverage.

Every major educational advance in Berkeley has been preceded by intensive community discussion and there always has been community participation at every point in the planning stage. The alternative schools proposal, because of its accelerated timetable, was developed with only limited community participation. Because of this an unusually detailed and extensive information and participation program will be launched.

Board of education workshops will be held providing the opportunity for direct and personal questions and comments from the community to board members. Meetings in school facilities, homes, and neighborhoods will be planned and held. Central office administration will be available to individuals who have questions, and will provide leadership in bringing together several factions, with the aid of a moderator, that may need to encounter each other.

A variety of publications will be prepared. Some publications will be mailed directly to every home in Berkeley, some to the homes of school parents. Other pamphlets, information sheets, etc., will be distributed through churches, libraries, supermarkets, banks, schools, and other public facilities so that as many people as possible will know about the programs.

1. The Visitors Center

A visitors center for the alternative schools will be located within the program's central offices. The center will be open to all Berkeley Unified School District visitors who are interested in the alternative schools. The center will be staffed by a part-time secretary and a public information specialist who will work with the director of alternative schools.

Initially, the center will contain profiles on each alternative school model. Experimental school publications will be duplicated, when appropriate, for dissemination. A history of how alternative schools started and evolved in Berkeley also will be available to interested visitors. All materials will be collected or developed by the public information specialist.

2. Open Houses

Each separate school will be asked to schedule 2 or 3 hours each week for classroom visitations, for visitors to participate in the activities of the program. This scheduling will insure that classroom instruction won't be hindered. The weekly "open house" will be limited to accommodate the number of visitors to the size of the school. Arrangements will be made so that the open house will be held at different schools each day of the week. The visitors' center will schedule the visitors into each school.

Eventually, it is planned that the visitors' center will contain films, tapes, slides, and videotapes from the Alternative Schools' media team, which will be available for viewing by the visitors.

3. Publications

Initially, a 2-page publication related to the alternative schools containing pictures, programs, descriptions, and course outlines will be mailed to every home in Berkeley. There also will be other publications sent to parents and staff during the summer and a press campaign to inform the community about the Alternative Schools.

During the school year each school will be encouraged to produce publications by students for parents. Copies of these publications will be kept on file for visitors. The district will provide the production facilities for these publications.

The public information specialist will assist the individual schools in production and dissemination matters whenever this is needed. The district will publish either newsletters, pamphlets, or a small newspaper that would provide the project information to parents, staff, students, and community.

C. Family-School Transactions

An alternative is proposed to the district's counseling and guidance services. In place of all counselors working in pupil personnel services having *school* assignments, in Zone D of the alternative schools program, a racially mixed cadre of pupil personnel staff will be assigned to *families*.

The aim is to depart from the traditional worker-client, therapist-patient dichotomy and advance the concept of a participatory, interactionary, reciprocal relationship between school persons rendering services and consumer or user groups needing service. The new concept demands new language. Terms like "guidance," "diagnosis," "therapeutic" grow out of a medical model which stigmatize persons.

The program will use school guidance staff, i.e., psychologists, social workers, and counselors for family transactions that pivot around the school life of the students in the participant families. The cadre will be sensitive to the needs of children attending alternative schools and interpret these needs to their families. Collaborative planning for school programs will be a significant part of this operation.

The cadre will facilitate the family's use of supportive services when and where indicated. On a districtwide basis, when measurement and other assessments are required, the student will have assistance and support in participating in evaluative activities. In sum, the cadre will be allied with the family, rather than with the school.

The cadre's tasks will center with the family and the child, assisting in the interpretation of the Experimental Schools Program not only to the student but the parents as well. In addition the cadre will work with both staff and representatives from other agencies to alleviate problems and provide solutions to mounting crises.

By working in the neighborhoods with the families it will be possible to further assist in the diagnosis of the needs of the individual student so that wiser choices for student and parent involvement will be achieved.

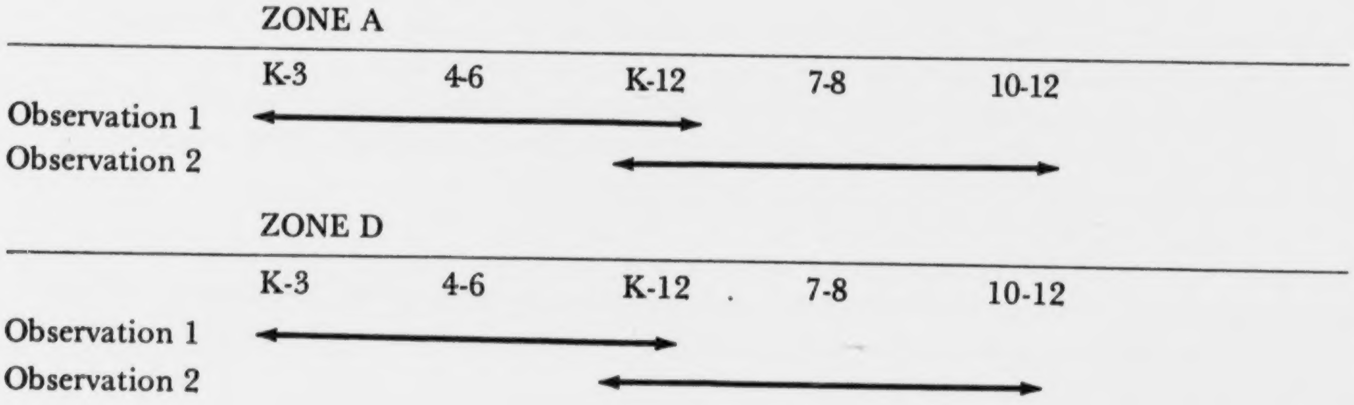
D. Evaluation

Evaluating the alternative education program of the Berkeley Unified School District presents some obstacles which are unique and some which are inherent in all attempts to assess educational programs. What is unique about the Berkeley program—from the standpoint of its evaluation—is that it is made up of a number of discrete subprograms which use alternative means to a common set of goals. Thus, each program must be evaluated individually and collectively as part of the total district program. To accomplish this type of evaluation we plan to use the field observation program model developed by the Horace Mann-Lincoln Institute at Teachers College, Columbia University, to train and place observers in the various programs. The data will be gathered by systematic interviewing as well as by observation.

Since one of the major objectives of the Berkeley program is to do away with institutional racism, we plan to conduct continuous interviewing of samples of students, program staff, and community along the dimensions of curriculum, community participation, and organization development, to determine progress toward this objective. To determine progress in basic skills we plan to use pre- and post-testing processes with the following achievement tests: Grades 1-3, Cooperative Primary Test; Grades 4-11, Comprehensive Test of Basic Skills; and Grade 12, Iowa Test of Educational Development, in addition to specially developed criterion reference measures.

Under this type of program we plan to appoint a field evaluation trainer whose function will be to train the observers and to organize and supervise a continuous series of program evaluations, monitoring and feedback sessions involving the program staff, the observers, and appropriate personnel from the central staff of the Berkeley Unified School District.

We plan to use four observers who will be divided into two teams, each assigned to one of the zones and with sub-assignment to grade levels as designed in the chart below:



The observers will be trained to observe, interview, and record data on the following processes and components within each program.

1. Teacher-pupil learning processes and interactions.

2. Administrative-organizational systems processes.

3. Parent-community status (involvement, attitudes, evaluation, judgment of pupil development).

4. Interactions among these components (1, 2, 3).

5. Teacher status at several points (attitude, morale, productivity).

6. Curriculum programs.

More specifically, we proposed to use a protocol-framework such as the following for collection and analysis of qualitative data on the programs under examination:

1. **Program structure and content**

   a. *Structure*
      1. Program duration.
      2. Allocation of time to program components.

      Institutional arrangements at individual schools and throughout the program

      Personnel arrangements involving teachers, supervisors, community-based teacher aides and residents, and other personnel.

   b. *Content*
      1. Use of time and resources.
      2. Nature of program experience.
      3. Nature of personnel preparation and deployment.
      4. Other.

   c. *Extent to which various aspects of program structure and content contribute to pupil development and other desired outcomes*

   d. *Participant evaluation and response to the program*
      1. Pupil reactions to the program.
      2. Teacher's reaction to the program and contrasting data from previous experiences.
      3. Administrator-supervisor reactions to program and contrasting data from previous experience.
      4. Parent-community acceptance of the program.
      5. Judgmental data from program developers of the operational effectiveness of of the program.

e. *Observational data on program operations*

1. Classroom observations of learning and social environment.
2. Teacher and pupil morale as observed in program operations.
3. Participatory response of teachers and administrators in program development and implementation.
4. Parent-community involvement in program development and implementation.

In an effort to control the problem of student mobility we plan to selectively map the progress of individual schools throughout the life of the program in terms of gains or changes in achievement and/or attitudes. The following steps will be considered for achieving this evaluation strategy during the initial period of the program.

1. Meeting of program staff with evaluation consultant and trainer to establish objectives of subprograms and relate these to overall objectives of total program.

2. Description and operational design of testing and interviewing programs will also be accomplished at this meeting.

3. Selection and training of observers and development of field observation recording and reporting system in conjunction with program staff. Observers will be present at the inauguration of new programs.

4. Periodic feedback sessions will be established for each subprogram and for total program staff. Observers and the evaluation consultant will meet with staff to provide feedback on observations and analysis for that time period. Assistance will be provided to the programs under study by feeding back data gathered by field observers.

5. Monitoring and reporting activities as well as reporting procedures will be established in conjunction with the external evaluation group established by the U.S. Office of Education.

IV. ADMINISTRATION

In order to function properly and bring the various components of the program together certain positions have been proposed. These positions, their relation to one another, and their place on the organizational chart, will be evolutionary in nature during the duration of the program. Thus, what is proposed initially will be modified as people interact and as needs arise. The final structure is unknown, the immediate one follows.

A. Director, Alternative Schools

This is a new personnel role within the organizational structure of the Berkeley schools.

It is perceived that the director will have a firm commitment to change and would view himself as a change agent. Ideally, he will have broad experiences in community-relations and knowledge of educational and behavioral science theory as well as practical work experience in school systems. He must be able to tolerate and manage conflict.

His work role will be primarily that of coordinator of all the facets of the project. That means he would be striving to effect harmonious relationships between and among the people constituencies as well as coordinating the project and act as an advocate of the alternative school components.

Between the experimental school sector and the "mainland" of the district he would maintain open communications so that each can influence the other. He would not be viewed by himself or his colleagues as allied with either sector nor as deriving his power or status from either. He will be accountable to the assistant superintendent in charge of instruction, and be responsive to the Council for Alternative Schools.

In addition, he will work closely with the assistant superintendent for administration to insure administrative and fiscal responsibility.

B. The Alternative Schools Council

The Alternative Schools Council is proposed to assist in the operation of the program. The council will be composed of delegates from each of the experimental school sites who may represent either or several of the following categories: parents, students, nonparent community residents, business and/or civic organizations within the community. Such a body will be an advocate of the alternative schools concept and will participate in a real way in the decisionmaking process relating to the administration of the experimental schools and the educational programs of those schools. Efforts will be made to effect a mechanism for articulation with the administration and the programs of the regular schools within the system so that communications are kept open and isolation does not set in.

C. Additional Personnel

Additional personnel will be hired to assist in performing the various functions listed earlier, i.e., training, evaluation, and family-school transactions.

This staff will work with the director, the leaders of the alternative schools, and the students to insure a successful operating model.

FRANKLIN PIERCE SCHOOL DISTRICT
PIERCE COUNTY, WASHINGTON

EXPERIMENTAL SCHOOLS EDUCATIONAL PLAN

Submitted to:
THE U. S. OFFICE OF EDUCATION
EXPERIMENTAL SCHOOLS PROGRAM
May 15, 1971

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I. INTRODUCTION

A. The Central Theme

The Franklin Pierce Experimental Schools Project is an organization of two secondary and four elementary schools, each with a common central theme -- providing an appropriate environment for optimum learning for each student.

The project schools, through initial placement, replacement (when necessary), and through continuous evaluation and monitoring, provide for each student the most appropriate curriculum delivery system and learning environment possible. The lock-step programs (typical in many schools today) are gone, as are the "time in school" barriers, and the typical regimentation of rigid course offerings, and rigid class schedules.

Components developed for the project from the statement of needs provide a variety of learning environments for each student as he progresses through the various educational programs, including:

1. The regular "reactive group" classroom
2. The seminar "interactive" classroom
3. A variety of "active" learning environments including:
   a. the learning resource center
   b. the home color television set
   c. the student center
   d. the school laboratory in science, home economics, and languages
4. A variety of work experience stations in:
   a. district classrooms
   b. district job centers
   c. business and industry
   d. institutions
5. Outdoor education areas: national, State, and local parks.
6. Lifetime sports locations: bowling alley, swimming pool, archery range, golf course, etc.
7. International and interstate exchange programs with classroom locations (on a short-term basis) throughout the world.

The curriculums for the project components include the importation of a variety of research tested curriculum strategies including:

1. Individually Prescribed Instruction (IPI) developed by Research for Better Schools, University of Pittsburgh.
2. Individually Guided Education (IGE) developed by the Institute for the Development of Educational Activities (sponsored by the Kettering Foundation).

3. Patterns in Arithmetic (PIA) developed by the Northwest Regional Laboratory.
4. Male Oriented Program–Shoreline School District.
5. Occupational Versatility, Individualized Industrial Arts - Title III.
6. 4-1-4-1 plan from Washington High School.
7. Individual Contract Management System -- Brigadoon Elementary School.
8. Personalized Classroom Model -- Clover Park School District.
9. Individualized Library Management System -- Clover Park.
10. Language Arts Program (LAP) Instructional Systems -- Nova, Hughson, Castle Rock, Federal Way.
11. Diagnostic Center Behavior Modification Techniques -- Franklin Pierce.
12. Geography and math large group electronic response system techniques -- Franklin Pierce.

The organizational arrangements of the project provide a variety of opportunities to attend school. whereas most public schools today operate on a 5-day week, 180-day school year with an optional summer session, project schools offer:

1. A basic 4-day instructional week with "split" sessions beginning as early as 8:30 or as late as 12:00 noon.
2. A learning resource center which is open 240 days a year and every evening.
3. A fifth day optional program providing a wide variety of experiences in environmental education, lifetime sports, vocational experiences, which have not ordinarily been available to public school students.
4. Interim month programs in January and July with students taking only one or two intensive courses instead of four or five.

Because of the variety of options available, and because of the gradual change in a success performance based curriculum, it is increasingly possible to tailor an individual program for each student. The extent of the individualization of the program is illustrated in the case studies in section III of this report.

More than 200 parents, teachers, and administrators in the district identified the above solutions as the best way to reach the high mobility students found in the Franklin Pierce School District. The traditional programing of schools simply have not met the variety of educational needs of the highly transient student.

B. Significant Student Needs

A statement of needs came from surveys of parents in the Franklin Pierce District and from an extensive needs statement developed by the Washington State Advisory Council for Title III (ESEA). This council conducted more than 1,000 interviews to ascertain perceived needs of students, parents, and teachers in Washington Schools. Those appropriate for highly transient suburban student populations were chosen as most representative of Franklin Pierce.

The student needs which follow have been linked to objectives in figure 1.

1. *The need for every student to experience success.*

   Whereas present educational programs provide opportunities for students to *fail* in order that other students may *succeed*, most project school curriculums are designed so that all students succeed. The variety of programs available in the project schools are mostly ungraded, no-fail programs.

2. *The need for every student to actively participate in the learning process and to be given experiences in school which develop real responsibility.*

   Through compulsory vocational programs for all students, minicourses, interdisciplinary programs, independent study and contract type programs, interim month programs, fifth day programs, and a variety of new curriculum offerings and curriculum delivery systems, it is expected that the strategy of dealing with students will change in the experimental schools. By 1973, graduates of the experimental schools will, as a requirement of graduation, be required to have a certificate from someone, external to the school, certifying that they have indeed assumed a "real responsibility" and have performed satisfactorily.

3. *The need for building a positive self-image in every student by providing him with a sense of dignity and pride, a need to foster a sense of identity, a need to encourage self-confidence and willingness to meet challenging situations.*

   Transient and low-income students often lack the stability and emotional tools to relate well with their peer groups. Often the "lock step" programs of the traditional school keep youngsters effectively out of touch with their teachers and make them unable to be productive members of their own peer groups.

4. *Students need school sponsored programs which utilize their own interests as vehicles for learning, e.g., an interest in auto shop to learn math.*

   Students and teachers often have little to say about curriculum content with required subjects being dictated from the university level or from the State department of education. Curriculum often is more a matter of precedent rather than the result of careful analysis of student needs. Do students really need to study English for 2,160 hours in their 12 years of schooling? Are there more relevant things to study and do? The experimental schools think that there are more relevant things to do, and have developed a whole range of new curricular offerings developed by teachers and students around the interests of *today* rather than the precedent of *yesterday*.

5. *Students need experiences in school which will prepare them for a future which does not presently exist, and is not precisely known.*

   Western society is experiencing major adjustments:

   --- Employment patterns such as the 4-day week emphasize greater use of technological skills and increased leisure time.

   --- Technology is increasing so rapidly that students must be prepared for work that doesn't presently exist.

   --- Standards of personal and moral conduct, as evidenced by birth control, women's liberation, rejection of religious traditions, represent new bases for personal relationships.

6. *Students are showing a need for idealism, and are beginning to challenge many traditional values.*

   Nonmaterial values are gaining over material values. The emphasis on humanism in programs is now challenging the basic need for poverty, ignorance, and war. Selected experimental programs are needed which place students directly in touch with these conditions so they can experience the "real" and not the "hypothetical" problem, and thereby gain a *realistic* rather than an *idealistic* approach to the problem.

C. Significant Institutional Needs

The school institution needs to develop priorities so that the limited financial resources available to schools can be used most effectively. The six project schools are geared to meet the following institutional needs.

1. *Teachers need to be retrained to work at a higher performance level* with strategies involving both individualized instruction and carefully developed teaching procedures. Specifically, teachers need to develop skills which:

   a. Enable them to work adequately with pupils grouped in flexible, continuous progress curriculums.

   b. Enable them to establish educator-learner relationships which promote understanding, respect, and communication between students and parents.

   c. Enable them to understand the need to develop materials which are relevant to the world of today.

   d. Enable them to utilize community resources and effect a system for utilizing parent and student volunteers.

2. *School buildings need to be utilized the year around.*

   Presently, school buildings are fully used only 1,080 hours and partially used only 1,800 hours of the 6,240 hours in a 5-day week, and 8,760 hours of the 7-day, 52-week year.

3. *Because of limited financial resources, schools need to utilize staff members more efficiently.*

   Project schools will be utilizing improved staffing models which are designed to improve student productivity and little increase in staffing cost.

FIGURE 1.—Relationship of Identified Educational Needs to Proposed Project Objectives

Needs	Objectives
Students need to experience success	1. Decrease by 75 percent the number of students behind grade level. 2. Maintain rate of progress for students at grade level. 3. Decrease by 25 percent time required by gifted students to complete academic assignments. 4. Offer each student some course in which he can be successful.
Students need to be active participants in the learning process	1. All students in one or more classes of less than 15 students daily. 2. High priority to individualized and independent study programs.
Students need to develop real responsibility	1. Vocational work experience provided for all students k-12. 2. Graduation requirements include at least one semester of work experience and certfify that the student could accept responsibility from sources external to the school.
Students need to develop a positive self-image	1. Programs designed for competiton with self rather than with peers. 2. Opportunities, when needed, for one-to-one pupil-teacher groupings.
Students need relevant curriculums with content built around student interest	1. New fifth-day interim and summer month curriculums built on student interests. 2. Technical-interdisciplinary curriculums relating interest to academic subjects.
Students need to be prepared for the future	1. Students will participate in experiences preparing them for shorter high performance work weeks and be able to constructively use leisure time. 2. Students will learn relevant thinking skills.
Today's students need idealism	1. School allows activities within school rather than without. 2. Students will demonstrate a realistic approach to nonmaterialistic values.

4. *There is need to promote greater community involvement so that:*
    a. Channels of communication between school and community are open and adequate.
    b. The community is involved in the development of policies and goals.
    c. Community resources are used both inside and outside of the school for educational purposes.

5. *There is need to develop or adapt an individualized curriculum which provides "fluid" movement between the range of individualized teaching materials and group oriented curriculums.*

    Because individualized programs tend to be more costly and require more manpower, individualized teaching procedures are needed only when there is need for greater student involvement, and when the group curriculums do not address themselves to a specific student's academic or social deficiency.

6. *There is need to deal with the problem of localism, ranging from State government to individuals.*

    Changes are being mandated in recognized systems, sometimes in an uncompromising manner.

    a. Local school taxes are increasingly burdensome and under extensive modification. When they fail to pass, there must be alternative ways to operate the schools.
    b. Local control of schools is subject to caustic appraisals and in some instances total realignment.
    c. Teacher organizations are increasingly responsible for educational systems and operations, albeit not without some turmoil.

    The consensus seems to be that the school is not responsible for the whole child, that the child comes to school affected by these changes. If an experimental school can be developed, demonstrating an acceptance and recognition of these forces as molding its curriculum, such an educational system would be nationally significant.

D. Significant Dissemination Needs

If the project is to be successful as a disseminator of innovative ideas, then there are needs which must be met in areas of training, evaluation, and dissemination.

1. There needs to be a training program for each of the component curriculum programs in the project with a new taxonomy of University developed course offerings which take in account the populations to be served including:
    a. Visitation programs,
    b. Minicourses and workshops,
    c. Regular courses.

2. Project components need to be accounted for in the PPBES (Planned Programmed Budget Evaluation System) so that the economic as well as the quality variables are known prior to the export of the project.

Figure 2.—Relationship of Identified Insitutional Needs to Proposed Project Objectives

Needs	Objectives
Teachers and all instructional personnel need training to work at a higher performance level.	1. All teachers in ungraded programs will be trained to work adequately with pupils grouped in flexible, continuous progress curriculums. 2. Teachers will demonstrate improved educator-learning relationships. 3. Teachers will be able to accept the concept of differentiated assignment based on variable performance of students.
School buildings need to be utilized during the entire year.	To increase the availability of schools to students by at least 33 percent by keeping them open in the evenings and programming their use during the summer months.
Schools need to utilize staff members more efficiently.	Using a formula acceptable to the teachers association and parents, increase the adult-pupil ratio to 1:12 without significantly increasing the costs. Develop adequate job descriptions and conduct training for these added personnel.
The community needs to be involved in school operations.	Establish the charrette as a regular procedure for converting community desires into real programs. Utilize and train selected members of the community for volunteer service in the schools.
Individualized and group oriented curriculums need to be efficiently managed.	The amount of time a student spends in school will be determined by his performance level. The school will move from an emphasis of providing 180 days of "custody" to emphasizing a change in the level of "performance."
The institution needs schools which the patrons can afford.	A cost-effectiveness formula will be applied to present as well as new curriculums utilizing the following formula: $\frac{\text{Total cost x quality ratio}}{\text{instructional cost}} = \text{C.E.}$ (Coefficient) Those programs which can be justified either from increased quality or decreased instructor's cost will be retained. Others will be modified or discontinued.

3. A system for determining cost-effective import and export criteria needs to be developed.

4. The project needs to be able to handle visitors to the project schools without these visitors becoming part of the educational process.

5. Evaluation needs to be accomplished in the affective as well as the psychomotor domain and needs to be continuous in all project components. External as well as internal sources of evaluation are needed which tell the other nation's schools the things that *do not work* as well as those that *do work.* School personnel, like industry, must learn to discard those practices which are not productive.

II. PROJECT COMPONENTS

A. Programs

The district will place into operation 10 programs identified as follows:

49-10-11	Brookdale Elementary, IGE Program
49-10-13	Christensen Elementary, IGE Program.
49-10-18	Parkland Elementary, Individualized Vocational Program.
49-10-19	James Sales Elementary, IGE Program.
49-10-28	Keithley Junior High School, Occupational Versatility and Project REAP (Reading Educational Activity Program).
49-10-24	Washington High School, Interim Month.
49-00-01	Staff Training.
49-00-02	Project Administration
49-00-03	Project Dissemination.
49-00-04	Project Evaluation.

The final four programs will provide support for the first six programs. The six operational projects will operate most of the project components and implement many of the project goals.

B. Component Categories

The district will continue, expand, or place into operation a number of proven educational programs which have been piloted over the past 5 years. Some of these programs have been in operation in the Franklin Pierce District, some in adjacent or nearby districts, others in districts in other parts of the country. A number of programs directly or indirectly relating to the concept of individualization are not now sufficiently known to our staff to be able to adequately identify them at this time. *The identification, assessment, adaptation, and implementation of these programs or techniques will be a continuous effort of this project.*

1. **Individualized Education Programs.** This concept embodies diagnosis of learning problems on an individual basis, planning of educational programs for individual students, and nongraded arrangements on a systemwide K-12 basis.

   Individually Prescribed Instruction (IPI) was initiated by the district 2 years ago. Developed by the University of Pittsburgh, this system is now being utilized in a *large group*

Figure 3.—Relationship of Identified Dissemination Needs and Proposed Project Objectives

Need	Objective
There needs to be a training program for each of the project components so that successful practices can be exported.	Pacific Lutheran University and/or University of Puget Sound will establish training in three dimensions: 1. Incorporate information about project components in their regular teaching training programs. 2. Develop training for installers including workshops, visitation, and material development so that project components can be successfully exported. 3. Conduct minicourses and clinics on project components.
The project needs to be accounted in the PPBES format.	To cost account all programs in terms of performance objectives: 1. For the Federal budget for the 1971-72 school year. 2. For the total school budget of the project of the project schools for the 1972-73 school year. 3. For the total district-wide school budget for the 1973-74 school year.
A system needs to be developed to determine which project components should be exported and which promising programs should be imported.	To develop a quality and efficiency import, export model and apply this instrument to all components to be imported for the 1971-72 school year and develop the criteria for all components ready to be exported by 1973-74.
The project needs to be able to handle visitors to the project schools without these visitors becoming part of the educational process.	To establish a television dissemination center at Pacific Lutheran University to bring live signals from eight locations in the three proximity schools. These would be distributed through the existing TV networks. Visitors would have an orientation at the university, view selected classes in action, and visit one or two sites instead of all six.
Evaluation results need to be used to continue, discontinue or modify project components.	After the first year, projects showing negative evaluation values will be modified. After the second year, the negative value projects will be discontinued.

setting in a pilot school. Next year the strategy will be utilized in many project schools as one of the branching program alternatives for regular group instruction. The district has successfully imported this innovation on a pilot basis, modified it to meet district needs, and adapted it on a district-wide basis. Because cost-effectiveness efficiencies will be built into the program, the model could demonstrate how this innovation could be adopted generally in the Nation's schools.

Individually Guided Education (IGE) is a Kettering Foundation sponsored project which has attempted to bring together in one system the most promising concepts and methods in student grouping, staffing, and individualizing instruction. Brookdale, James Sales, and Christensen schools have been accepted in the 12 Northwest League of IGE schools. Training of teachers for this new individualized strategy is now underway.

Patterns In Arithmetic (PIA) a media/programed approach to individualized mathematics instruction is being supported by the Northwest Regional Educational Laboratory. It appears that this program will be appropriate for some students in project schools.

2. **Diagnostic Teaching.** Diagnostic teaching is one of the means by which the elements which make up the learning climate can be organized to meet student needs. If individualization is to truly accommodate each student in terms of his learning capacities, his interests and competencies, his problems and aspirations, assessment or diagnosis is an imperative in program planning and implementation. Such an assessment will require diagnosis of learning styles, strengths and weaknesses, and will require direct assistance of the teacher by skilled counselors, psychologists, social workers, and physicians who can assist in accurate and meaningful diagnosis.

   A diagnostic teaching strategy to provide individualized instruction was implemented in the district 5 years ago. This program is providing for approximately 10 percent of the students who have severe educational problems when confined to traditional programs. In the pilot schools, the system has successfully dealt with the transient student who often spends less than 1 year in the school district. Utilizing approximately 250 programs and 300 pieces of hardware, the pilot programs have shown that the concept of failure can be eliminated from low achieving students and that *all* students can learn to read and develop basic computational skills. Diagnostic center strategies will be doubled in the project schools and will include correction of a wider range of pupil difficulties than the limited special education focus in the present program. The diagnostic teaching model has been exported widely; and, in cooperation with the University of Puget Sound, more than 135 teachers have been trained in the past 3 years. The diagnostic teaching concept is the subject of a 30-minute color film prepared by the State Superintendent of Public Instruction

3. **Student and Teacher Developed Curriculum.** The Franklin Pierce School District is in its third year of developing student and teacher motivated curriculum programs. These programs have operated during interim months and summer sessions. They have included a wide variety of courses designed to take advantage of the new knowledge which students bring with them to school as well as the tremendous background of the "well traveled" transient student. Twenty-five percent of the interim programs offered at Washington High School last year were conducted off campus with group and individual student placements throughout the Puget Sound area. Two of the programs took students to Italy and Mexico. One of the most successful courses taught in the high school last year was a course in

Psycho-Cybernetics, which successfully changed the self image of more than a dozen high school students. Other course offerings include:

Introduction to Art; Advanced Art Research; Secretary's Day in the Office; Personal Business Needs; Executive Aspirations; Personal Typing; Forkner Shorthand; Girls Wordworking Skills; Furniture Refinishing; Fibers and Fabrics; Boys Foods; Foreign Foods and Culture; Independent Clothing Laboratory; Knit and Stretch Sewing; Beginning and Advanced Knitting; Marriage Study; Chess; Recreation; Aerobics; Driver Education; Beginning Dance and Exercise; Athletic Fundamentals; Beginning Norwegian; Conversational German; Roman Culture and Civilization; Conversational Spanish and French; Ireland, Special King of World; Adventure in Literature of the World; Contemporary Fiction; Creative Interpretation of Poetry; Beginning Debate; Early American Authors, Reading for Leisure; Creative Writing Seminar; Comparative Religions; Psycho-Cybernetics; Literature and Space; The Roarin' Twenties; Eastern Thought; Math Potpourri; Probability; Quick Trigonometry; Vectors; Quick Calculus; Math, Useful Uses and Ideas; Wildlife Biology; Microbiology; Chemistry of Ecology; Chemistry of Biological Systems; Depth Studies in World History; Great Personalities in History; Racial Minorities; Cultural Anthropology; Depth Studies in United States History; Children's Theatre Workshop; Personality; How to Make and Fly Paper Airplanes; Beginning Folk Guitar; Music Aesthetics Through Singing.

Through a controlled evaluation process, the success or failure of these relevant courses will be made known. Curriculums and training programs for those that are successful can serve as a model for other schools now searching for relevant course ideas.

4. **Lifetime Sports and Activities.** Lifetime sports and activities are an integral part of the school physical fitness program. These are not marginal or recreational activities and should relate directly to the individual needs of students for motor skill development as well as meeting many social, emotional, and psychological needs. Over 50 lifetime sports or activities have been identified which will have a high degree of motivation potential in school and also carryover outside of school hours or into adulthood. Developing skills required for enjoyment of the activities and provisions for buildings and sites to meet the needs of these activities are shared responsibilities of the school and the community.

   Planning, inservice training, and implementation of selected lifetime type activities will be accomplished in conjunction with the various community agencies and organizations sharing an interest and responsibility in this field. The Lifetime Sports Education Project of the American Association for Health, Physical Education, and Recreation will be involved to achieve an extension of the concept through all grade levels and into the community.

   A reorganization of the time blocks within the school day and week will greatly enhance the options of the student in availing himself of the many opportunities afforded by a lifetime approach to physical fitness. This model should be able to be applied to all schools in the district within the first year.

5. **Environmental Education.** Man is the dominant organism on earth. Through physical and technological efforts he has achieved many changes, direct and indirect, positive and negative. In some instances a crossroads has been reached and the quality of life may be in serious jeopardy. To meet the challenge of the future, environmental studies showing all facets of where, how, and why man lives should be offered. This will require an interdisciplinary approach, not as a single subject, but as synthesis of all school disciplines,

requiring knowledge, skills, and understanding. The total environment, classroom, school building, school site, community sites, and the nearby region can all be melded into a comprehensive environmental education program.

With the flexibility offered by the fifth day and interim month programs, it is possible to develop models of an environmental education curriculum which will have maximum impact upon the understanding and interpretation of his environment by the student. The project schools are now in the sixth year of an outdoor education program in which sixth graders spend a week at a nearby resident camp facility. All aspects of a K-12 environmental education program will be made available to all schools under this project. Because of the strong relationship of this program to the Lifetime Sports and Activities program, they will each exert strong influence in facility and site modernization and upgrading.

6. **International Education.** The Franklin Pierce School District is the school-to-school partner with the American School of Vientiane, Laos. The district superintendent, the elementary curriculum director, and the board chairman have visited the school in Laos. Students from the American School of Vientiane are attending school in Franklin Pierce this year and students from Franklin Pierce will be attending school in Laos next year. The recruiting for the American School is done in Franklin Pierce and a Franklin Pierce School principal will be the principal of the Laotian school beginning in August 1971.

   In addition to the formal relationship programs with the school-to-school program, the district has participated in exchange programs to Italy and Mexico. Funds will be budgeted under "teacher and student developed curriculums" to continue and improve the efforts of the past toward international education. Preliminary contacts to promote further exchange programs have been made with Isao Sato, Sendai Ikuei, Gakuen High School, Sendai, Japan, to exchange 15 students from our school district with 15 students from Japan for the summer of 1971. Similar exchanges have been planned with a school in Hong Kong and a school in Mexico. The curriculum programs for these activities will be developed in the experimental schools project. By the third year of the project, it is expected that half of the project students will have some form of international education experience during their junior and senior high school year.

7. **Extended Time: Day, Week, Year.** The extended use of all school facilities is called for by two factors which are increasing in intensity day by day. The first is very evident in an individualized program such as is embodied in this project, where additional time is required to provide for all of the optional curricular and extra-curricular needs of the student and the community. The second factor is the call for greater functional return to the community for the tremendous investment being called for in support of education. Changes in the time structure will also demand a plan which will optimize use of present and future facilities and achieve some economies on a shared basis: parks and playgrounds, swimming pools, auditoriums and conference centers, central kitchens, cultural and museum facilities, and vocational facilities and equipment. The project will implement a practical plan by which we can achieve a substantially fuller utilization of the school plant, both from the standpoint of educational and noneducational purposes. We will also take the schools into the community on a much more extensive basis in order to achieve more flexibility and the economies which will result from not requiring more or new facilities in each instance.

   Because students achieve at uneven rates, it is inappropriate for them to spend the same *amount of time in school.* The strategy calls for a year-round school operation but with a variable student year. The basic school calendar will provide alternative times for school attendance with the counseling process assisting the student to select the most appropriate package for his learning style.

School Year Calendar, Project Promise

Minimum School Year	4 days per week, 32 weeks	128 days
Mini Semester	4 weeks, 5 days per week	20 days
Fifth Day Programs	32 weeks, 1 day per week	32 days
Summer Semester	4 weeks, 4 days per week	16 days
5th Day Summer Prog.	4 weeks, 1 day per week	4 days
		200 days

Year-round school programs are not new, but the present models have usually been short lived. The Franklin Pierce plan presents a new departure which, if successful, could have nationwide replicability.

The School Day. Although most programs will operate in 1971-72 during the traditional hours of 8:00 to 3:30, the schools will be open longer hours. In each project school the learning resource center where students work on individualized programs will be available to them for the extended hours. Selected students will be able to attend school in the late afternoon and evening, permitting them to participate in family activities. Many parents work the evening shifts and are home only in the daytime. This variable program will permit parents to work the same hours as their children, which in turn could improve the supervision and family relationships of these students. The variable day also allows the slow and gifted students additional opportunities to utilize school resources.

8. **Vocational Component.** There is a wide complaint that students are not educated about the world of work, and what is taught is within the sterile, often outdated environment of an industrial arts classroom. This project will expand the present community lab, interim month, and other vocational programs to include *all* students 1-12. The experiences at the elementary and junior high level will largely be *in* school, but out-of-school work activities are planned for all other students. Students graduating from Washington High School in 1975 will be *required* to have vocational work experience to graduate. There has been a lot of talk about expanding vocational opportunities to *all* students and this project will serve as a nationwide model of that concept.

9. **Drug Education.** The problems arising from extensive use of drugs by school age youth must be solved by educational rather than by legal action. Because of the highly transient nature of the Franklin Pierce School District's student body, a high priority is to be given to a combined drug and health program appropriately implemented at every age or grade level. Mr. William E. Noonan, Jr., Director of the Lifetime Sports Educational Project, also serves on the National Action Committee on Drug Education. We plan that through his involvement a program can be implemented within which viable ties are possible with a number of major curriculum efforts of this project.

The Division of Mental Health of the Department of Institutions, and the Department of Health will provide assistance to expand education and consultation in a community based program. The District has cooperated with the Creative Life Foundation in developing a drug education program which can serve as a basis for an improved and expanded effort. At the present time, the program involves representatives of the community, student body, and school staff.

10. **Improved Use of Media and Technology.** The impact of technology and automation has been felt in most aspects of American life. Exploding technology in the fields of information management and systems engineering alone accounts for dramatic changes in our economic and social patterns. Yet modern schools have been slow to apply these technological tools significantly to the educational process or are so inefficient in utilizing the tools that they are unable to continue their use and operation.

    This project utilizes extensive technology and automation, but only those hardware systems that are backed up by the software to make them operational. The district will expand from one to four the number of large group student response system classrooms. These systems are fully backed up with software developed in Project PROMISE, Phase I. The diagnostic teaching strategy now programs about 200 pieces of individualized learning hardware. This strategy will be expanded for the pilot schools. A cost-efficient videotape and response classroom complex will allow one teacher to individualize the instructional process in nine 10-student seminar rooms hooked together electronically. The project will demonstrate how other districts can utilize the new hardware using a cost-effectiveness model.

11. **Training Component.** Three of the district's schools -- Parkland Elementary (K-6); Keithley Junior High (7-9); and Washington High School (10-12) border Pacific Lutheran University. The University has excellent residential and instructional facilities and will be able to conduct the variety of training programs required to prepare teachers for utilizing new procedures developed in the project. Also, the University of Puget Sound, just seven miles away, has already conducted training sessions for the diagnostic teaching model. The unique situation which finds a preschool to graduate program in a radius of less than one-half mile is ideal for developing a comprehensive experimental schools program. It also simplifies the task of dissemination.

    Pacific Lutheran University has an excellent closed circuit television system with a little theatre, dormitories, and many classrooms linked together. The University will cooperate with the district in establishing the dissemination and visitation areas for the project. TV cameras will be placed in one of the Project PROMISE electronic classrooms; in an elementary ungraded classroom; in a diagnostic systems teaching classroom; in an IPI classroom; and in two or three other selected project areas. Orientation on the project can then be carried on at the University with district developed tapes and slides and by live switching to individual classrooms. The University-School District partnership will permit more realistic training and dissemination opportunities for project participants and observers.

12. **Planned Programmed Budget Evaluation System (PPBES).** The project activities are designed in a planned programed budget evaluation system format. All project activities will be accounted for in this new system for the first year; the district budget for the project schools will be in the new format the second year; and the districtwide budget, the third

year. These detailed budget documents will enable other districts to appraise the exportability of project components more realistically and to make adequate financial plans for their adoption.

13. **Administration.** The project administration is described in detail in Section V. The district has made a commitment to treat the experimental schools administration at cabinet level importance. The project director *is* the superintendent and therefore there should be no difficulty in the decisionmaking process. The project executive director will rank as the third ranking administrator in the district.

14. **Dissemination.** The project will have a director of dissemination who tentatively will operate from a dissemination center at Pacific Lutheran University. The University has a new $4.5 million university center which has excellent facilities for meetings and activities. Printed materials about the project, A.V. presentations, and the closed circuit TV network will enhance the ability of the district to disseminate information about the project activities.

15. **Evaluation and Research and Development.** A full-time evaluation staff will be employed to provide pre-assessment, continuous monitoring, and post-assessment of all project activities. A detailed description of the evaluation network is found in Section VI of this planning document.

C. Organizational Models for Project Components

After developing the components, school administrators conceived models for actual school district operation. The following represents selected models for school operation:

Figure 4 -	Represents a transitional mode of operation to be used in James Sales and in Parkland. After the evaluation of the programs for a 3-year period, these schools would either move into the IGE school concept or return to the self-contained, largely graded program.
Figure 5 -	Represents the IGE school concept to be utilized at Brookdale and Christensen Elementary Schools beginning in September 1971. Supervision of this program is under the University of Washington School Service and Research and the Institute for the Development of Educational Activities (IDEA). These schools would follow the IGE concept closely and effect a variable responsibility teaching staffing model.
Figure 6 -	Is the model for delivery of curriculum content in Keithley Junior High School. The school would develop its own IGE program for the 1971-72 school year and hopefully utilize the IDEA model beginning with September 1972.
Figure 7 -	Is the model for the high school program to be placed into effect at Washington High School for the school year 1971-72. This will be the third year of operation for Washington in their new building, and for the new year a planned extended school year will be included.

Figure 8 - Is the model for the vocational programs to be offered in the Project Schools. Students should be producers as well as participants in the educational process. Using a procedure developed at Eastern Washington State College, students would begin their vocational experience by producing cardboard construction projects which could be sold at the PTA carnival. Intermediate students will have a hands-on industrial arts program. Junior high students will receive instruction in the individualized occupational versatility 12-student station large group shop program.

Figure 9 - Is the model for curriculum development. Most individualized teaching programs will be those that have been researched and proved to function under the "no fail" philosophy. Some district programs, however, must be developed by teachers. The Instructional Systems Development Specialists will supervise almost 100 teachers and 500 students in developing new programs during the summer of 1971 and each summer thereafter.

Curriculum delivery systems in all models envision a variable school year, a variable school day, and a variable school week.

Figure 8 suggests a change in the way we conduct vocational work experience from --

Goal Number 5

A condition where about 10 percent of the students are enrolled in vocational work experience programs located mostly in junior and senior high schools.

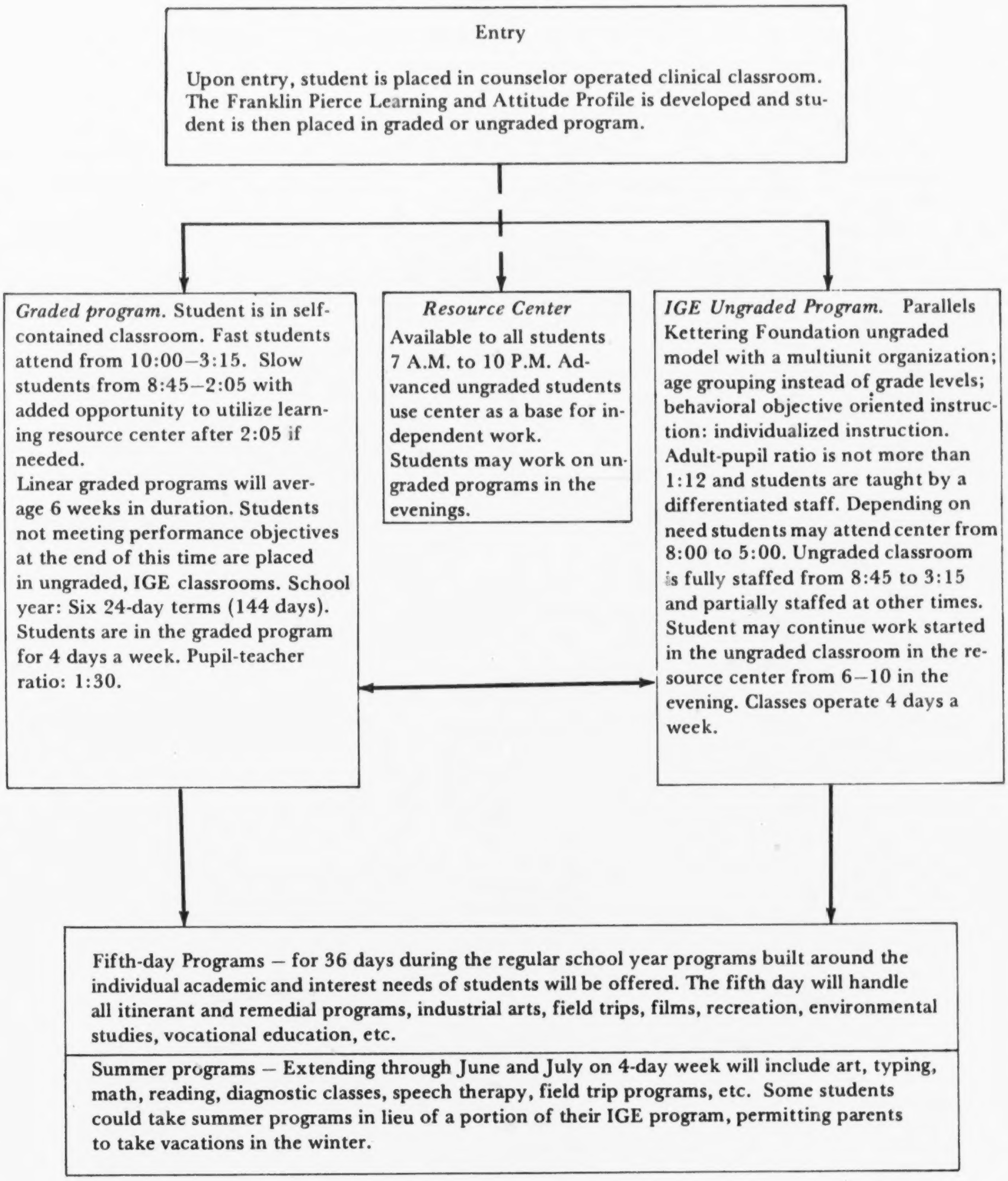
TO

A condition where *all* students would have some form of vocational work experience as a required part of the educational process. This could take the form of successful work in the community; as a student aide in school; distributive education; community lab; and many other programs.

Students have been given a "free ride" in school. This goal suggests that a student should be a producer as well as a participant in the educational process; that he spend a portion of his time in activities which engender a real sense of responsibility.

A detailed example of an Industrial Arts Program change is found in the chart entitled "The Role of the Student in an Industrial Arts Environment." Keithley Junior High School will install an individually ungraded industrial arts program known as "occupational versatility" which will provide a "hands-on" training experience in 15 stations for all junior high students. This system was developed in the Highline School District over a period of 3 years under a title III grant and will be imported to Keithley Junior High and *installed* with experimental grant funds.

Figure 4.—Curriculum Delivery System for Parkland School
Effective September 1, 1971



Entry

Upon entry, student is placed in counselor operated clinical classroom. The Franklin Pierce Learning and Attitude Profile is developed and student is then placed in graded or ungraded program.

Graded program. Student is in self-contained classroom. Fast students attend from 10:00–3:15. Slow students from 8:45–2:05 with added opportunity to utilize learning resource center after 2:05 if needed.
Linear graded programs will average 6 weeks in duration. Students not meeting performance objectives at the end of this time are placed in ungraded, IGE classrooms. School year: Six 24-day terms (144 days). Students are in the graded program for 4 days a week. Pupil-teacher ratio: 1:30.

Resource Center
Available to all students 7 A.M. to 10 P.M. Advanced ungraded students use center as a base for independent work.
Students may work on ungraded programs in the evenings.

IGE Ungraded Program. Parallels Kettering Foundation ungraded model with a multiunit organization; age grouping instead of grade levels; behavioral objective oriented instruction: individualized instruction. Adult-pupil ratio is not more than 1:12 and students are taught by a differentiated staff. Depending on need students may attend center from 8:00 to 5:00. Ungraded classroom is fully staffed from 8:45 to 3:15 and partially staffed at other times. Student may continue work started in the ungraded classroom in the resource center from 6–10 in the evening. Classes operate 4 days a week.

Fifth-day Programs – for 36 days during the regular school year programs built around the individual academic and interest needs of students will be offered. The fifth day will handle all itinerant and remedial programs, industrial arts, field trips, films, recreation, environmental studies, vocational education, etc.

Summer programs – Extending through June and July on 4-day week will include art, typing, math, reading, diagnostic classes, speech therapy, field trip programs, etc. Some students could take summer programs in lieu of a portion of their IGE program, permitting parents to take vacations in the winter.

Figure 5.—IGE Staffing and Curriculum Model for Brookdale and Christensen Elementary Schools, Effective September 1, 1971

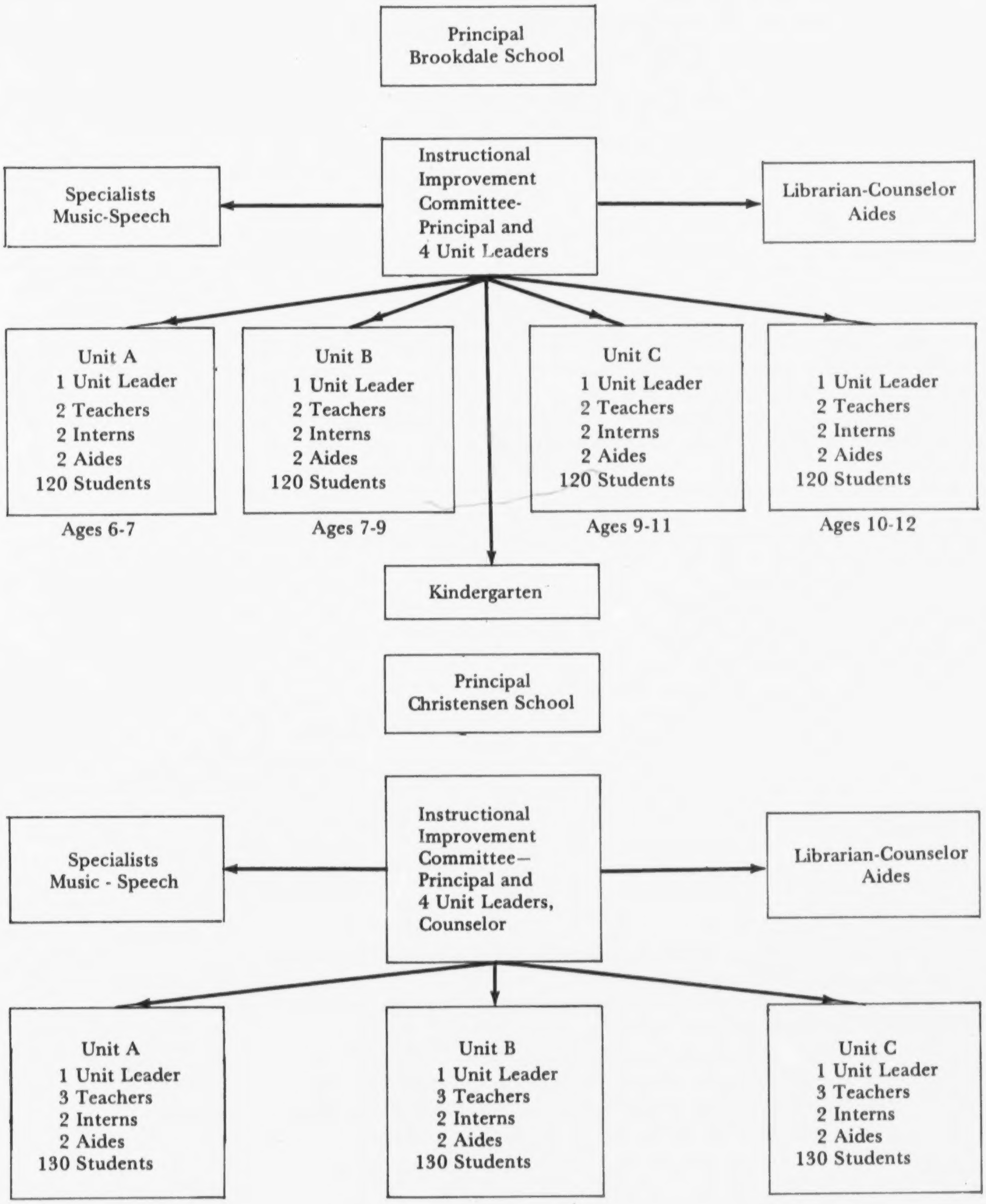
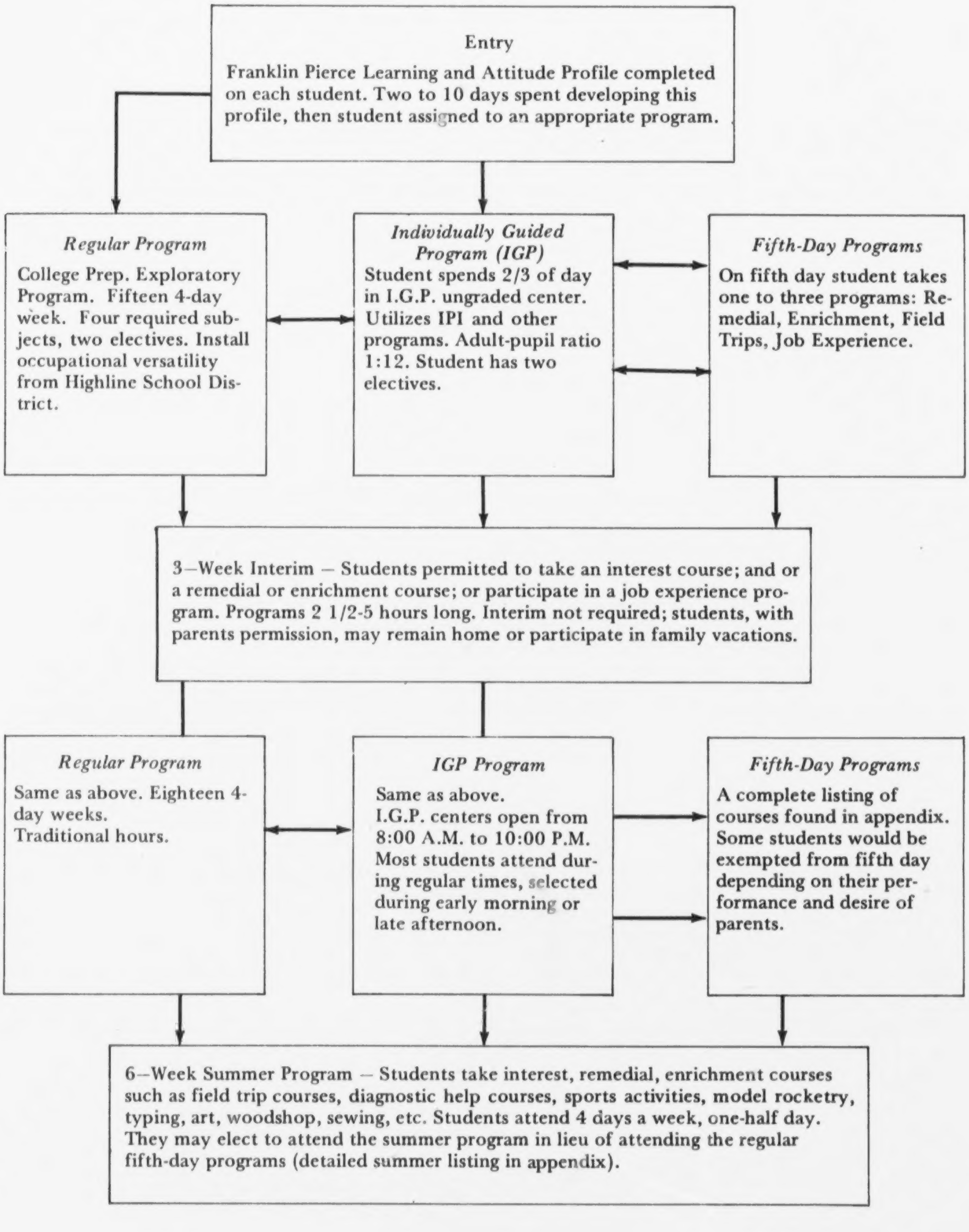


Figure 6.—Curriculum Delivery System for Keithley Junior High School, Effective September 1, 1971 (Age Group 12 - 15)



Entry

Franklin Pierce Learning and Attitude Profile completed on each student. Two to 10 days spent developing this profile, then student assigned to an appropriate program.

Regular Program

College Prep. Exploratory Program. Fifteen 4-day week. Four required subjects, two electives. Install occupational versatility from Highline School District.

Individually Guided Program (IGP)

Student spends 2/3 of day in I.G.P. ungraded center. Utilizes IPI and other programs. Adult-pupil ratio 1:12. Student has two electives.

Fifth-Day Programs

On fifth day student takes one to three programs: Remedial, Enrichment, Field Trips, Job Experience.

3—Week Interim — Students permitted to take an interest course; and or a remedial or enrichment course; or participate in a job experience program. Programs 2 1/2-5 hours long. Interim not required; students, with parents permission, may remain home or participate in family vacations.

Regular Program

Same as above. Eighteen 4-day weeks.
Traditional hours.

IGP Program

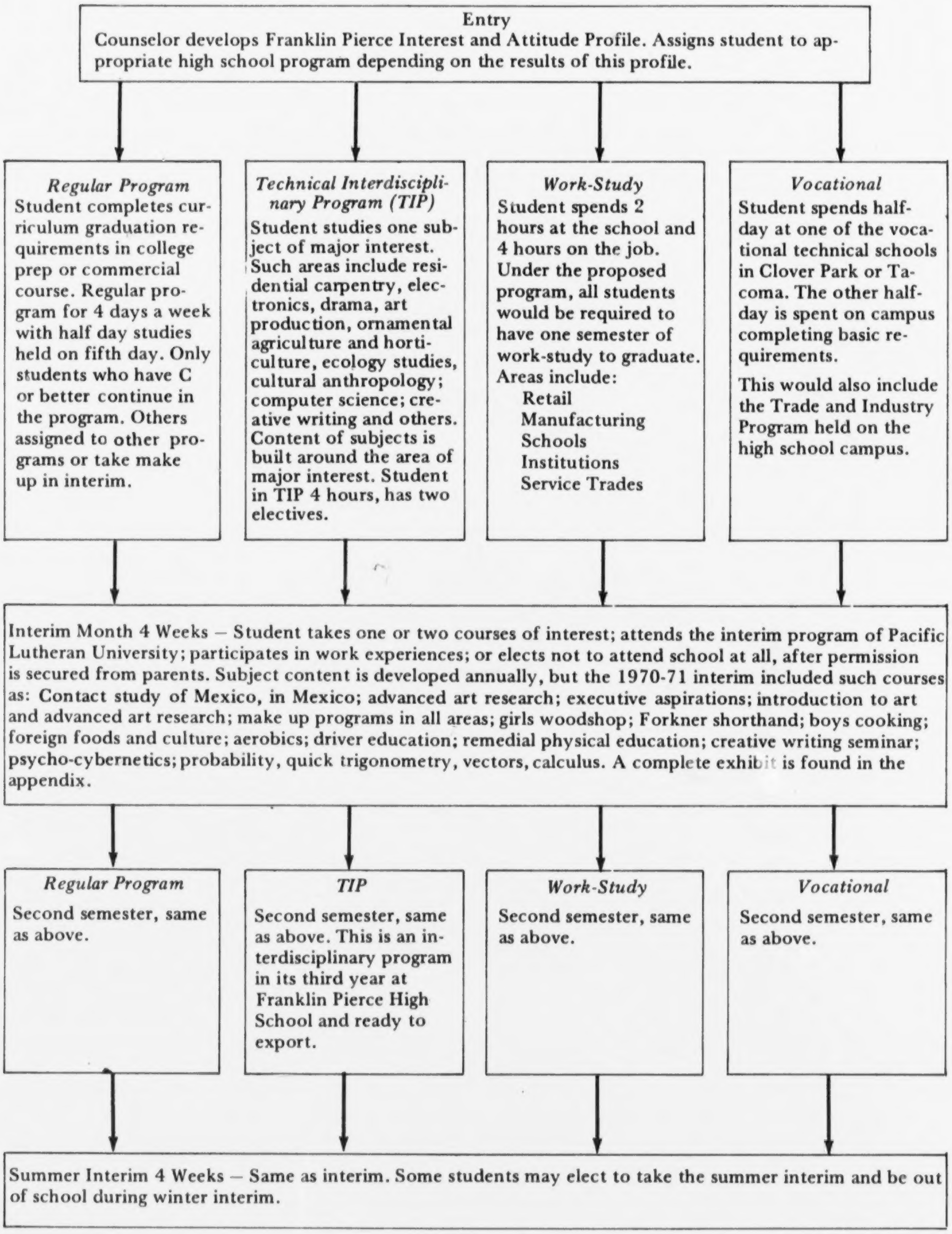
Same as above.
I.G.P. centers open from 8:00 A.M. to 10:00 P.M. Most students attend during regular times, selected during early morning or late afternoon.

Fifth-Day Programs

A complete listing of courses found in appendix. Some students would be exempted from fifth day depending on their performance and desire of parents.

6—Week Summer Program — Students take interest, remedial, enrichment courses such as field trip courses, diagnostic help courses, sports activities, model rocketry, typing, art, woodshop, sewing, etc. Students attend 4 days a week, one-half day. They may elect to attend the summer program in lieu of attending the regular fifth-day programs (detailed summer listing in appendix).

Figure 7.—Washington High School Model



Entry
Counselor develops Franklin Pierce Interest and Attitude Profile. Assigns student to appropriate high school program depending on the results of this profile.

Regular Program
Student completes curriculum graduation requirements in college prep or commercial course. Regular program for 4 days a week with half day studies held on fifth day. Only students who have C or better continue in the program. Others assigned to other programs or take make up in interim.

Technical Interdisciplinary Program (TIP)
Student studies one subject of major interest. Such areas include residential carpentry, electronics, drama, art production, ornamental agriculture and horticulture, ecology studies, cultural anthropology; computer science; creative writing and others. Content of subjects is built around the area of major interest. Student in TIP 4 hours, has two electives.

Work-Study
Student spends 2 hours at the school and 4 hours on the job. Under the proposed program, all students would be required to have one semester of work-study to graduate. Areas include:
Retail
Manufacturing
Schools
Institutions
Service Trades

Vocational
Student spends half-day at one of the vocational technical schools in Clover Park or Tacoma. The other half-day is spent on campus completing basic requirements.

This would also include the Trade and Industry Program held on the high school campus.

Interim Month 4 Weeks – Student takes one or two courses of interest; attends the interim program of Pacific Lutheran University; participates in work experiences; or elects not to attend school at all, after permission is secured from parents. Subject content is developed annually, but the 1970-71 interim included such courses as: Contact study of Mexico, in Mexico; advanced art research; executive aspirations; introduction to art and advanced art research; make up programs in all areas; girls woodshop; Forkner shorthand; boys cooking; foreign foods and culture; aerobics; driver education; remedial physical education; creative writing seminar; psycho-cybernetics; probability, quick trigonometry, vectors, calculus. A complete exhibit is found in the appendix.

Regular Program
Second semester, same as above.

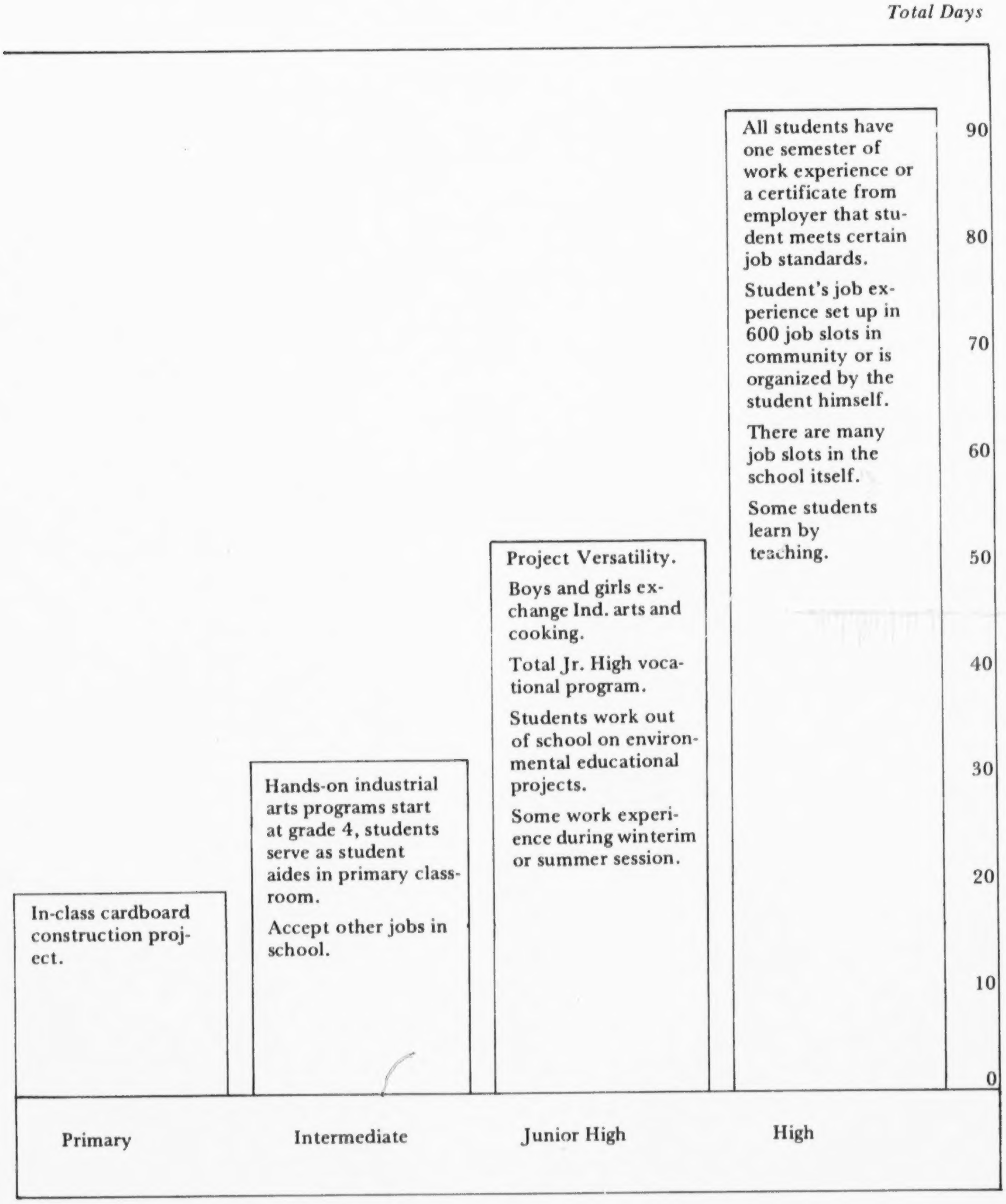
TIP
Second semester, same as above. This is an interdisciplinary program in its third year at Franklin Pierce High School and ready to export.

Work-Study
Second semester, same as above.

Vocational
Second semester, same as above.

Summer Interim 4 Weeks – Same as interim. Some students may elect to take the summer interim and be out of school during winter interim.

Figure 8.—Involvement in Vocational Work Experience Activities



In-class cardboard construction project.

Hands-on industrial arts programs start at grade 4, students serve as student aides in primary classroom.

Accept other jobs in school.

Project Versatility.

Boys and girls exchange Ind. arts and cooking.

Total Jr. High vocational program.

Students work out of school on environmental educational projects.

Some work experience during winterim or summer session.

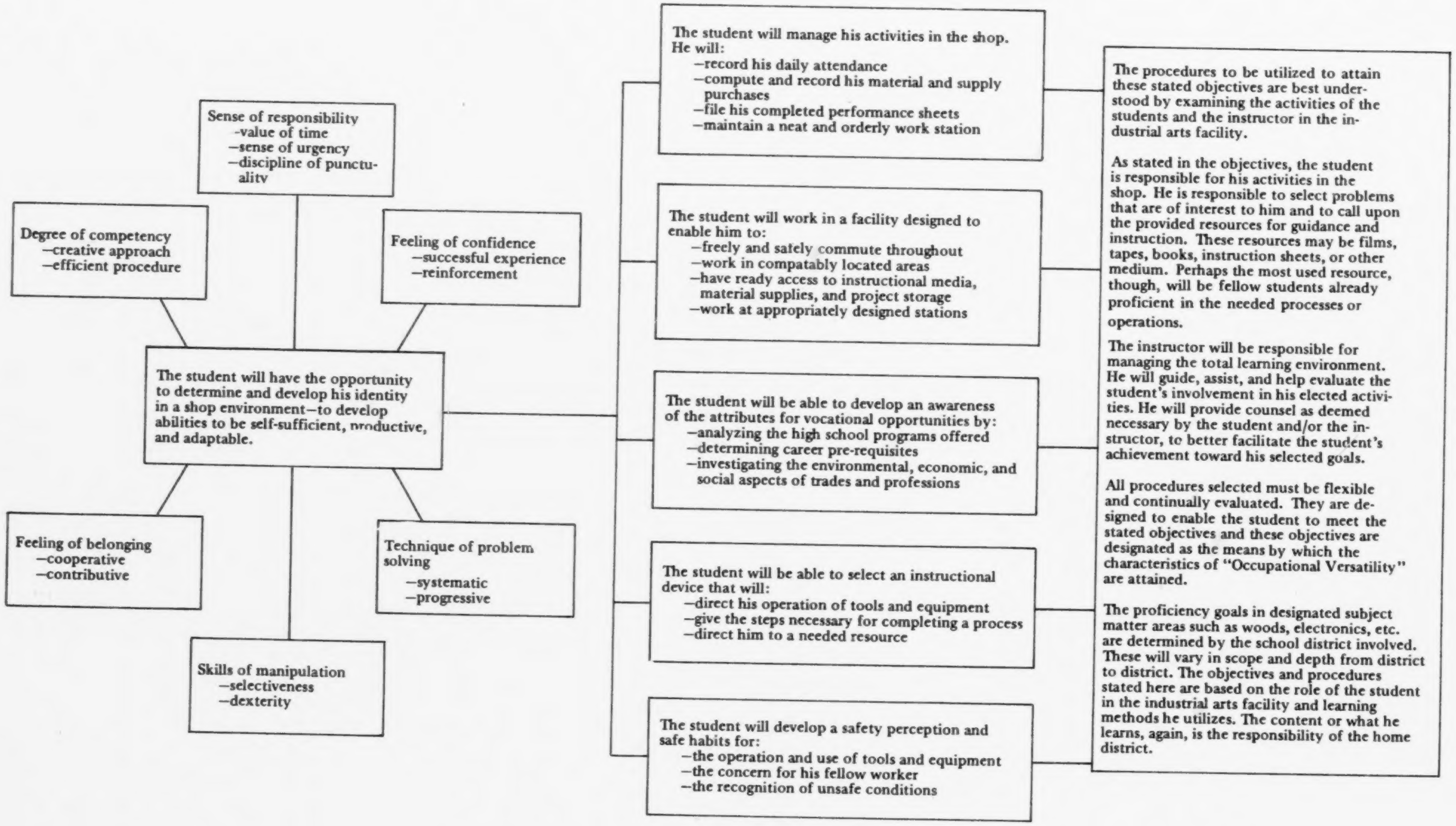
All students have one semester of work experience or a certificate from employer that student meets certain job standards.

Student's job experience set up in 600 job slots in community or is organized by the student himself.

There are many job slots in the school itself.

Some students learn by teaching.

Figure 9.–The Role Of The Student In An Industrial Arts Environment



The student will have the opportunity to determine and develop his identity in a shop environment–to develop abilities to be self-sufficient, productive, and adaptable.

Degree of competency
- –creative approach
- –efficient procedure

Sense of responsibility
- -value of time
- –sense of urgency
- –discipline of punctuality

Feeling of confidence
- –successful experience
- –reinforcement

Feeling of belonging
- –cooperative
- –contributive

Skills of manipulation
- –selectiveness
- –dexterity

Technique of problem solving
- –systematic
- –progressive

The student will manage his activities in the shop. He will:
- –record his daily attendance
- –compute and record his material and supply purchases
- –file his completed performance sheets
- –maintain a neat and orderly work station

The student will work in a facility designed to enable him to:
- –freely and safely commute throughout
- –work in compatably located areas
- –have ready access to instructional media, material supplies, and project storage
- –work at appropriately designed stations

The student will be able to develop an awareness of the attributes for vocational opportunities by:
- –analyzing the high school programs offered
- –determining career pre-requisites
- –investigating the environmental, economic, and social aspects of trades and professions

The student will be able to select an instructional device that will:
- –direct his operation of tools and equipment
- –give the steps necessary for completing a process
- –direct him to a needed resource

The student will develop a safety perception and safe habits for:
- –the operation and use of tools and equipment
- –the concern for his fellow worker
- –the recognition of unsafe conditions

The procedures to be utilized to attain these stated objectives are best understood by examining the activities of the students and the instructor in the industrial arts facility.

As stated in the objectives, the student is responsible for his activities in the shop. He is responsible to select problems that are of interest to him and to call upon the provided resources for guidance and instruction. These resources may be films, tapes, books, instruction sheets, or other medium. Perhaps the most used resource, though, will be fellow students already proficient in the needed processes or operations.

The instructor will be responsible for managing the total learning environment. He will guide, assist, and help evaluate the student's involvement in his elected activities. He will provide counsel as deemed necessary by the student and/or the instructor, to better facilitate the student's achievement toward his selected goals.

All procedures selected must be flexible and continually evaluated. They are designed to enable the student to meet the stated objectives and these objectives are designated as the means by which the characteristics of "Occupational Versatility" are attained.

The proficiency goals in designated subject matter areas such as woods, electronics, etc. are determined by the school district involved. These will vary in scope and depth from district to district. The objectives and procedures stated here are based on the role of the student in the industrial arts facility and learning methods he utilizes. The content or what he learns, again, is the responsibility of the home district.

Figure 10.—Process Chart for Program Development

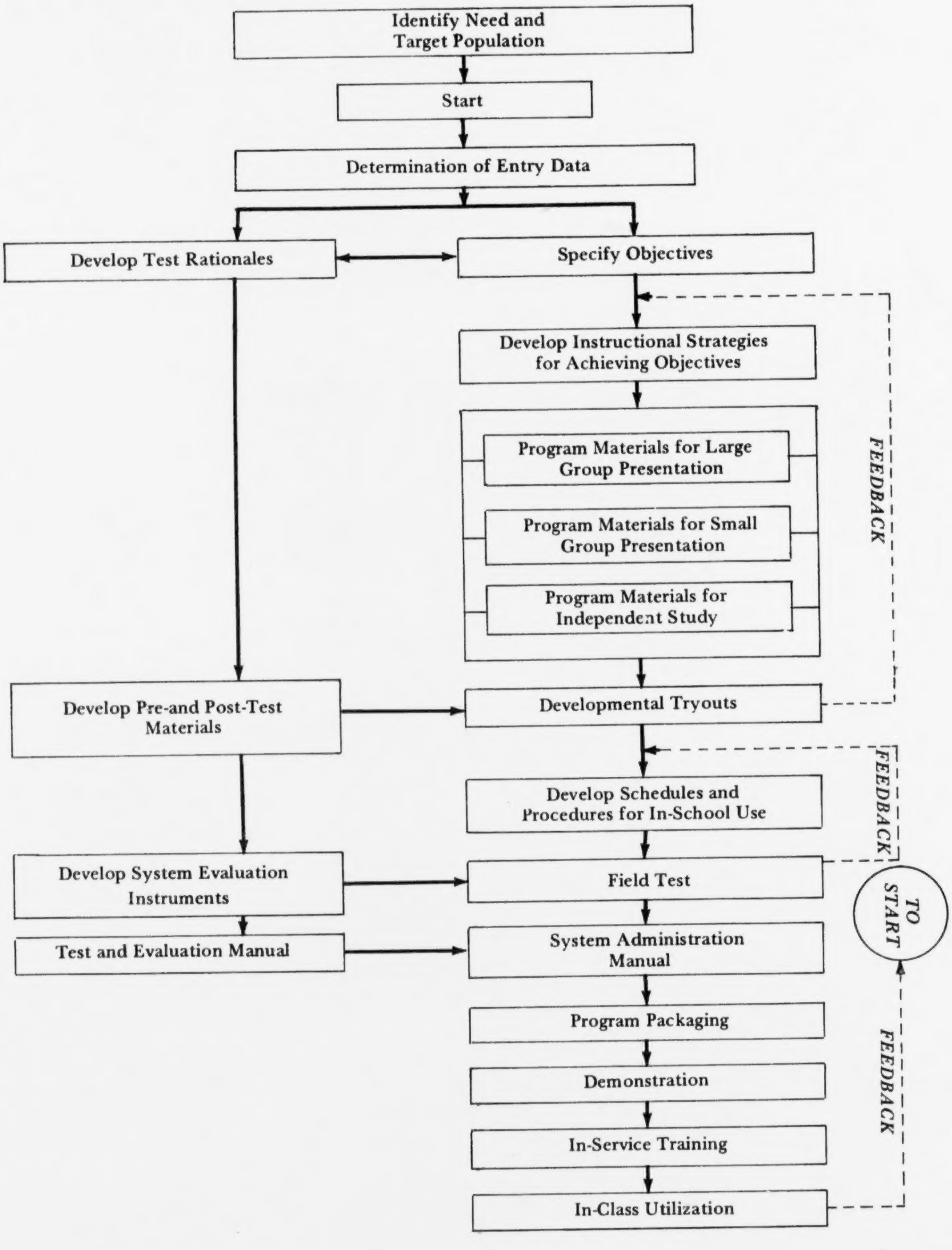
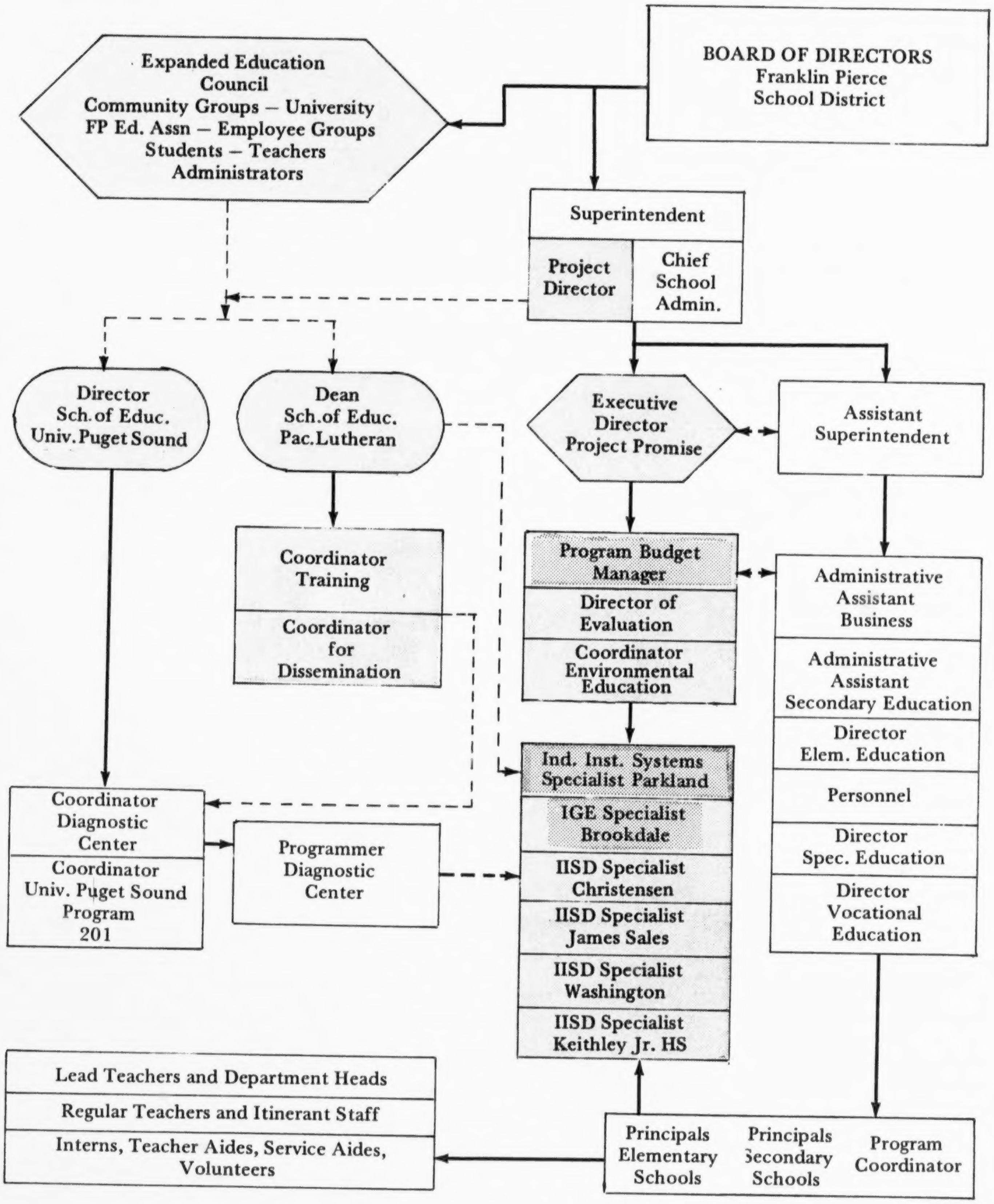

Identify Need and Target Population
Start
Determination of Entry Data
Develop Test Rationales
Specify Objectives
Develop Instructional Strategies for Achieving Objectives
Program Materials for Large Group Presentation
Program Materials for Small Group Presentation
Program Materials for Independent Study
FEEDBACK
Develop Pre-and Post-Test Materials
Developmental Tryouts
FEEDBACK
Develop Schedules and Procedures for In-School Use
Develop System Evaluation Instruments
Field Test
TO START
Test and Evaluation Manual
System Administration Manual
Program Packaging
Demonstration
FEEDBACK
In-Service Training
In-Class Utilization

Figure 11.


Expanded Education Council
Community Groups – University
FP Ed. Assn – Employee Groups
Students – Teachers
Administrators
BOARD OF DIRECTORS
Franklin Pierce School District
Superintendent
Project Director
Chief School Admin.
Director Sch. of Educ. Univ. Puget Sound
Dean Sch. of Educ. Pac. Lutheran
Executive Director Project Promise
Assistant Superintendent
Coordinator Training
Coordinator for Dissemination
Program Budget Manager
Director of Evaluation
Coordinator Environmental Education
Administrative Assistant Business
Administrative Assistant Secondary Education
Director Elem. Education
Personnel
Director Spec. Education
Director Vocational Education
Ind. Inst. Systems Specialist Parkland
IGE Specialist Brookdale
IISD Specialist Christensen
IISD Specialist James Sales
IISD Specialist Washington
IISD Specialist Keithley Jr. HS
Coordinator Diagnostic Center
Coordinator Univ. Puget Sound Program 201
Programmer Diagnostic Center
Lead Teachers and Department Heads
Regular Teachers and Itinerant Staff
Interns, Teacher Aides, Service Aides, Volunteers
Principals Elementary Schools
Principals Secondary Schools
Program Coordinator

III. CASE STUDIES, PROJECT SCHOOLS

To test how the project might affect the individual students, project principals and the superintendent walked nine students through the project. These nine fictional students, with some of their social, academic, and mental backgrounds, are identified in the chart below. Abridged case studies are provided for six of the students, with detailed studies for the remainder.

DESCRIPTIVE INFORMATION

NAME	Grades in Dist.	Total yrs. in Dist.	Intelligence	Work-Study	Language Reading	Arithmetic	Family Income Level	Social Adjustment
Joyce (Black)	2	3 months	105	Low	None	Low	$ 4,000	Withdrawn
George (White)	6	8 months	125	High	High	Low	$14,000	Normal
Anne (Oriental)	12	1 year 5 years	95	Low	Low	Aver.	$ 6,700	Normal
Helen (White)	3-4	2 years	70	Low	Low	Low	$ 2,800	Normal
Dick (White)	9-10	2 years	110	Aver.	Aver.	High	$ 7,200+	Disenchanted
Richard (Indian)	11-12	2 years	135	High	High	High	$ 3,800	Disturbed Emotionally
Barbara (White)	7-9	3 years	90	Low	Low	Aver.	$ 6,800	Low self-image
Bob (White)	K-12	12 years	95	Aver.	Aver.	Aver.	$ 6,000	Normal
Tom (White)	K-12	13 years	115	High	High	Aver.	$17,500	Normal

JOYCE:

Joyce is the 7-year-old daughter of Staff Sergeant Jonathan Butler. The Butlers had lived in base housing on Fort Lewis, and their daughter had attended school at the Greenwood Elementary School. Prior to coming to Fort Lewis, the Butlers lived in Germany. Joyce started school in a dependent's school in Germany. On August 1, 1971, Sergeant Butler was transferred to Vietnam. This transfer, according to base regulations, also made it necessary that Mrs. Butler move from the Fort, and she located in a small one bedroom apartment near the James Sales School. Later, because of financial problems, she moved to her mother's home in Marietta, Georgia, on November 15th. Joyce was in attendance at James Sales for only 3 months. Mrs. Butler enrolled Joyce in school on August 2, 1971, soon after their arrival in this district.

Because the individualized resource center was open all year, Mrs. Butler brought Joyce to James Sales School on August 2, 1971. The counselor ran a diagnostic profile and discovered that Joyce was withdrawn, was essentially a nonreader, and was working only at entry level in arithmetic and study skills. With the permission of the mother, Joyce spent 4 hours a day in the resource center where the counselor developed an individualized education program for the student during the month of August. An evaluation of these trial programs revealed that Joyce could manage the diagnostic center DISTAR program in reading and was able to operate at the entrance level of the PIA (Patterns in Arithmetic). Joyce was enrolled in Unit II of the James Sales IGE (Individually Guided Education) program when school started. She also elected to participate in the Friday field trip program. The mother was able to supplement her income by supervising a local family's children during the evening shift, 8:00 P.M. to 2:00 A.M.; therefore, the program for Joyce was adjusted so that she reported to school at noon. Her schedule follows:

Monday through Thursday		**Friday**
9:00-12:00	Home, sleep in.	Field trip program, Mount Ranier, Point Defiance Park, Museum, Spanaway Park, Commencement Bay. Student is accompanied by a sixth grade "job experience" tutor.
12:00-12:30	Lunch (Free)	
12:30- 2:15	Group Activities with IGE Group. P.E., Science, Art, Music.	
2:15- 3:30	Resource center, work in individualized reading and arithmetic programs.	Lifetime Sports - Every fourth week Joyce participates in a swimming program at P.L.U. pool.
6:30- 8:00	Two days a week, mother and daughter work in resource center on individualized program.	Crafts - Joyce developed fine enough large muscle skills to work on a leathercraft project.

On November 10th, Mrs. Butler notified the school that she is moving to Marietta, Georgia, to live with her mother until her husband returned from Vietnam. The counselor talked with Joyce and provided the exit tests. The exit tests showed that Joyce was now able to work at the second grade level in reading, she had shown a 6-month gain in arithmetic skills, and her perception of school was positive. The record of these tests plus the unused program materials were sent to the Howard Elementary School in Marietta, Georgia.

GEORGE:

> *George is a gifted student whose father, a Boeing engineer, has been included in the massive Boeing reduction in force this year. They sold their home in Seattle, moving into the Parkland area to live in a low cost housing area while looking for another job. They moved into the district in November, staying until the end of the school year. George has two brothers and one sister.*

George entered the sixth grade at Parkland Elementary School on November 2, 1971. The diagnostic summary showed that he was gifted with an I.Q. of 125. His reading scores were in the lower ninth grade, but he was 2 years behind his grade level in mathematics. His aversion to mathematics was thought to be related to his feelings about his father's work. He was unhappy about moving out of the Seattle area, but quickly made friends.

George was placed in a regular sixth grade class, but was exempted from participating in the regular reading program because of his outstanding ability. He was assigned as a student aide to the primary grades for one hour a day during the reading time. Adjacent to his classroom was the learning resource center and he was programed into IPI mathematics. As a regular part of his school day, he worked in the industrial arts room learning the use of simple hand tools. On the fifth day, he played in the school band and chose to participate in the bowling and archery programs. He spent one week at the district outdoor education camp in early October. After school he participated in the basketball team, and early in the spring played flag football.

During the month of February, George's father interviewed for several jobs in California, Georgia, and in New York. George accompanied him on two of the trips. In social studies, the class used the new conceptually developed program called "Man, A Course of Study" developed by the National Science Foundation. George was a student leader of a group which explored, with the teacher, the roots of man's social behavior through the study of selected animal groups and intensive examination of the Eskimo tribes in a remote area of Alaska.

In June, George participated in the summer social studies program entitled "Washington, My Home." For 3 weeks a group of 30 students, one teacher, two aides, and a bus driver covered 1,800 miles and 15 different areas of the State of Washington. George kept a diary of his experiences and was the staff reporter and photographer of the expedition.

In July, his father accepted a job in the San Diego area, and George was transferred. Exit tests showed that he had reached the seventh grade level in mathematics in the IPI program and had maintained his skills in other areas.

ANNE:

Anne is the 17-year-old daughter of Mr. and Mrs. Roger Horne. Mr. Horne was a serviceman in Japan, and brought back a Japanese wife. They have three children. Anne is their oldest daughter. Mr. Horne was a master sergeant, and recently retired from the service. He is presently working as a part-time bus driver for the Tacoma Suburban Lines. Anne has attended eight different schools --

K-2	*LaSelva Beach Elementary School - Watsonville, California*
3-4	*Munich Dependent's School No. 3, Germany*
5-7	*Collins Elementary, Ford Junior High - Franklin Pierce District*
8-9	*Saigon International School, Saigon, Vietnam*
9	*Bankok International School, Bangkok, Thailand*
10-11	*Lakes High School, Lakewood, Washington*
12	*Washington High School, Franklin Pierce District*

The family enjoys a good reputation in the community. They moved to the district on Sergeant Horne's retirement date, October 15, 1971.

Anne is interviewed by the counselor, and her academic profile shows that she is academically below average in all areas except mathematical concepts. She is reading at 150 words per minute, and scores 7.3 in the CRAIG pretest. She has limited grasp of social studies concepts, and scores only 55 (20th percentile) on the eighth grade United States history examination. She is highly interested in school and identifies strongly with the need to attend school. Her interests in school index shows her to be at the 85th percentile of entering sophomores in the experimental school. She wants to become a nurse. Her transcripts from Lakes High School show that her exit grades were all C except a B in physical education and an A in senior problems. Her family owns a color TV and receives good reception from the local education television Channel 56.

The counselor feels the prognosis of Anne graduating from high school is quite good; however, she will need to greatly improve her reading ability and comprehension. She will need to gain some practical skills in a job training experience -- perhaps in a local rest home.

Her first semester program is planned as follows:

Monday through Thursday	
8:00 - 9:00	Contemporary Problems received on color television from Channel 56 at home
9:30 - 10:00	Reaction Group, 2 days a week at school.
10:00 - 11:00	Craig Reading Laboratory Individualized Program
11:00 - 12:00	Bio-Chemistry
12:30 - 3:30	Work experience, Good Samaritan Hospital.

Fifth Day	
A.M.	International Education study group preparing for interchange opportunity in Japan.
P.M.	Lifetime Sports, Sailing, American Lake Yacht Basin.

Even though Anne has a late start, she continues the same contemporary problems course which she was taking via television at the Lakes High School. Curriculum embedded achievement and interest checks reveal that she most enjoys the current problems aspects of the course, and is comprehending the material at the 55th percentile. She is an active participant in the twice-weekly discussion sessions. She accepted a "contract" for an "A" on a study of youth life styles in the U.S.A. and Japan. She moves rapidly through the individualized Craig reading program and by the end of the semester is reading at the 10th grade level with average comprehension. Her interest in the international education program reaches the 99th percentile, in fact, the highest in the class. Arrangements are made for her to live, during the interim month, with her grandmother in Kyoto, Japan. She also has been selected as interpreter for the study group, since she speaks Japanese as a second language. With respect to her job experience program at the Good Samaritan Hospital, she is rated as cooperative and as developing outstanding skills.

During the interim, she travels to the Orient on the special student excursion rate -- the fare is $175, round trip. She lives with her grandmother in a 300 square foot flat in downtown Kyoto. She spends half her time at the Kyoto International School -- visiting, touring, and interpreting for for other Washington students who are participating in the Japanese exchange program in Osaka.

When they return, Anne's Japanese cousin accompanies her to Washington High School, and stays in Parkland for 1 month. She participates in Washington High School courses with Anne.

Because the first semester program was most successful, and because Anne demonstrates improved performance in all areas, the same program is continued for the second semester with the exception that Anne participates in the performing swing band for the A.M. period of the fifth day instead of the international education study group.

Anne graduates from Washington High School in June 1972. She works in a paid capacity at the Good Samaritan Hospital during the summer of 1972, and enters the Green River Community College nursing program for the school year 1972-73.

HELEN:

Helen is the daughter of Mrs. George Thompson. Mr. Thompson was unable to find work in this area and is presently out of the State. Mrs. Thompson lives with her four children. Helen is the oldest. The family lives on welfare, receives food stamps, and lives in a small run-down two bedroom house three blocks from Christensen School. They moved to the district in the middle of the year and enrolled Helen in school on November 4, 1971.

The counselor administered the diagnostic profile test and discovered that Helen shows no academic performance ability. An individual intelligence test shows that her I.Q. is 70 but the psychologist feels this might be more due to the home situation than inherited problems. Helen is placed in the learning resource center for 2 hours a day and in Unit II where she participates with other students in music, art, physical education, and in crafts program on Friday, as well as in other activities. It takes 45 days before the counselor feels that Helen can function on her own with the individualized Sullivan program in reading, the P.I.A. program in arithmetic, and with the diagnostic center spelling program. The counselor places Helen back in Unit II but finds that she is unable to cope with the environment; therefore, he requests assistance from the diagnostic center. For 3 weeks Helen goes to the diagnostic center where a staff, including a behavior modification specialist, works to develop skills which will be useful academically, as well as in Helen's adjustment to other children.

The diagnostic center releases Helen and she returns to the regular classroom environment. It is determined that she will not be able to work in group oriented academic programs, and so she works in totally individualized programs. Although her progress is slow, she has reached the second grade level in her academic work by the end of the first school year. Because of her progress, and the conditions at home, she is enrolled in a summer program which largely continues her academic skill development. She also joins the afternoon field trip program to various points of interest around the Puget Sound area.

In her second year she passes the third year mark in the programed materials and is only 1 year behind. The growth of language skills is also reflected in the individual I.Q. test and on the second go-around, the test shows that she really has an I.Q. of 85 rather than 70. By April of 1973, Helen has reached an academic level just 6 months behind the remainder of the class. The counselor predicts the gap can be closed through the use of some evening time in the resource center and by continuing the summer program. At this time, however, the father finds work in California and sends for the family. Records are forwarded to the new school location where Helen should be in a better position than when she first came to Franklin Pierce.

DICK:

Dick is 14 years old when he enters Keithley Junior High School, moving into the district in July 1971. His father is a senior welder, a civil service employee at the Bremerton shipyard. The mother works at the "College Drive Inn." The family moved to this district when their rented home in North Tacoma was sold. The father has a drinking problem, and there are three other children (all younger than Dick) in the family. Dick is permitted to drive the family car, and has a considerable amount of freedom in terms of conducting his own personal life. He has a drug problem which, at present, appears to be under control. His mother, who had a siege of arthritis, was prescribed a mild methadone. At age 13, Dick started taking these pills. When finally discovered, and turned in by his parents, it was necessary that he undergo a withdrawal program.

The Franklin Pierce diagnostic profile which was administered to Dick on July 12, 1971, revealed the following:

Academic:	At grade level in language, reading, work-study skills. Above grade level (10.1) in computational skills.
Social:	Dislikes school. Despite his average performance, he has an average absence record of 15 percent and is disenchanted with the school regulations. He has participated in "coffee house" sessions even though his parents are conservative and violently oppose such activity.
Intelligence:	The individual Wechsler rates Dick as having an I.Q. of 110. A significant part shows the nonverbal scores at 117.
Major Interest:	Boats and marine life. Dick plans to enter the Navy when he is 17.

The counselor arranged for Dick to enter SEA-LAB I, a summer interim program, studying marine life of the Puget Sound area. The program featured 2 days work in the classroom at Keithley, and 2 days on the district TIP training vessel operating in Commencement Bay. Dick attended this program for 4 weeks with 100 percent attendance during the training cruises, and about 75 percent attendance in the academic program. Pretest, post-test comparisions showed a high interest in the program and sufficient achievement to receive a passing grade.

Dick entered the precollege program at Keithley Junior High in September 1971 with the following first semester schedule:

Four Day Program	*Fifth Day*
Algebra I	Sea Lab
Physical Education	
Earth Science	Band
General Metals	
Reading Lab and English	
Band	

Curricular pretests in the four academic areas showed that Dick had the prerequisite skills to perform at a satisfactory level. After 6 weeks in the program, it became apparent that Dick was not interested. Testing revealed no significant changes, he had a poor attendance record, and was achieving at the expected level only in earth science. It was discovered that the earth science teacher had a boat. The boy seemed to be preoccupied with a desire to enroll in the regular T.I.P. program in Sea Lab.

Dick met with the counselor. An agreement was reached allowing him to transfer to the individualized program center for algebra and reading. He would continue with band, but only during the fifth day. His new schedule follows:

8:00 - 9:00	General metals.
9:00 - 10:00	Physical education, 2-hour program.
10:00 - 12:00	Individualized Learning Center, individual programs in algebra and English.
12:30 - 1:30	Earth science.
1:30 - 2:30	Independent study, Individualized Learning Center.

Because of the new flexibility, Dick was able to work for 3 hours a day in programed algebra and English. By arrangement, he participated 2 days a week, beginning at 10:00, in off-campus earth science environmental education center. Dick joined 12 other students who, under the supervision of the Director of Environmental Education, developed an earth science demonstration center on the district-owned site.

With this adjustment in the program, Dick appeared to have developed an increased interest in school, and his independent assignments worked out satisfactorily. He was referred to the office on two occasions for misbehavior in the learning resource center, but his overall attitude seemed to have improved. Dick's performance in all of the programs met project objectives and he completed the first semester with cognitive scores at the 85th percentile, and interest scores at the 45th percentile of other students in the program.

During the interim, held in January 1971, Dick decided to "take care of" his social studies requirement by participating in a lab course known as "The History and Environments of the State of Washington." The all day course met an entire year's requirement and consisted of:

1. Classroom presentations with reaction groups, independent study and interaction groups.
2. Visits to eight points of historical interest within 100 miles of Tacoma.
3. An interchange with another student in a subculture.

Dick chose for his interchange experience the opportunity to live with an Indian family in Neah Bay who had a boat and engaged in a fishing occupation. Dick's tests, at the end of the 4-week program, revealed interest scores now at the 75th percentile of the students in his group, and his cognitive skill scores were at the 65th percentile. However, high interest and high skills do not always assure success, for Dick had begun smoking marijuana while in Neah Bay. The father and mother were extremely unhappy with the poorly supervised program, and referred the whole problem to the juvenile authorities.

An informal hearing was held with a probation officer. Dick was required to participate in the district sponsored TEED-RU-NAR-R (Teenage Drug Narcotic Rehabilitation) program during the second semester. His second semester program worked out something like this:

Monday through Thursday

10:00 - 12:00	Individualized program time, Algebra and English.
12:30 - 1:30	Marine science

1:30 - 2:30	Typing
2:30 - 4:30	Athletics, basketball, and track
7:00 - 10:00 P.M.	2 days a week. Teenage Drug Narcotic Rehabilitation (TEED-RU-NAR-R) youth drug education program held off campus at Trinity Lutheran Church. Meets Health Education requirement.

Friday

9:00 - 12:00	Craig Reading Laboratory, alternated with programed independent study
12:00 - 3:30	Lifetime sports program. Swimming, archery, bowling.

Dick completed the first year program and qualifies for entrance in high school. He has successfully negotiated his bout with drugs, he has a base for not continuing in this practice and has increasing interest in activities other than boats. His interest profile shows that he is now at the 70th percentile, attendance at about 90 percent, and cognitive skill development holding at about 60 percent.

Dick enters the Washington High School SEA-LAB II program which involves 4 weeks of full-time summer work consisting of academic preparation, boat environmental studies on a field trip basis culminating with 1 week spent on an isolated Puget Sound island studying the marine life of that island. Dick was in one of four groups, all using the same boat on an alternating basis.

Because of credits earned during the two summer programs, Dick is able to reduce his first semester course at Washington to four subjects. He also completed his physical education requirement through his athletic involvement and participation in the lifetime sports program. With his understanding of the Indian culture of Neah Bay and the marine life of a deserted island, he makes the decision that he wants to continue study in a community college program upon completion of high school. Therefore, Dick is continued in the college preparatory program and his first semester includes:

Biology	2 hours per day including lab.
English	2 hours per day – drama course in lieu of regular English requirement.
Acappella	1 hour per day.

During the fifth day, he chooses to enter an international education program preparing for an international exchange experience with the American School in Vientiane, Laos. The fifth day program provides both a background of the proposed international education experience, but also provides the opportunity for employment whereby money may be earned for the air fare to the international education location.

Dick's interest level drops to the 25th percentile in the regular programs, but his interest level continues at the 70th percentile in the Friday program. He passes his biology course, but is given an "incomplete" in drama because of poor attendance. He is considered to have performed at an average level in his acappella music program. On January 1st, he joins 15 students and they fly (student fare, one-fourth regular fare, or $220) to Vientiane, Laos. Here Dick participates in a 3-week program dealing with the culture of the Laotian people. He "makes up" his "incomplete" in English by developing a slide-sound program on his Laotian adventure. Arrangements for the curriculum program are made by Franklin Pierce teachers employed by the American School of Vientiane.

The second semester at Washington High School begins in February and Dick enters the work-study program preparatory to entering the TIP SEA-LAB program as a junior. He takes his social studies requirement in the morning, and a special orientation course in preparation for work study. He also works in a non-paid capacity as a student helper at the Point Defiance Aquarium.

After 2 years in the district, Dick moves with this parents to San Francisco, California, in May 1974. Exit tests show that his overall interest in the school has increased to the 70th percentile of the experimental group, the 85th percentile of the control group; he has worked through his drug problem; he has qualified, at least in the first 2 years, for entrance to a community college, and he has a real desire to succeed.

Dick will not be entirely happy to enter a traditional high school in San Francisco, so will probably enter a vocational high school where he can pursue his interest in marine life and the study of the sea environment.

RICHARD:

> *Richard is an Indian whose parents still live on a reservation in Alaska. Their combined earnings are less than $3,800 per year; therefore, they consented to placing their son in a Tacoma home under the Indian Placement program sponsored by the Church of Latter Day Saints. Richard has five living brothers and sisters with three other deceased children. Richard lives with the Kenneth Johnston family and has a foster brother his age, as well as three other foster sisters. They live five blocks from Washington High School in a comfortable home.*

The diagnostic profile completed by the counselor at Washington High School in June 1971 revealed that Richard was a gifted child. Despite a rather sordid background, he tested in the 95th percentile in overall achievement scores. His individual I.Q. test showed that he tested at 135. He had a "superiority" complex that wouldn't go away, and he was extremely difficult to talk with. The counselor felt that he needed psychological attention. He felt a real school problem could develop if things didn't go Richard's way. To complicate matters, Richard had started school late, and had technically only completed the ninth grade although he was 17 years of age.

Because of his superior ability, the counselor arranged with his foster family for him to enter the individualized high school summer program. An independent course in English II, World History, Algebra II, and Biology was arranged. Richard was not impressed with the program. It was difficult for his parents to keep him in attendance and working on the programs during the summer months. Richard was tested and showed low interest scores, at the 10th percentile level, and his curriculum embedded achievement scores rated him only at the 30th percentile. The courses were completed, however, and Richard was able to enter as a qualified eleventh grader in the fall of 1971.

Following represents the major highlights of Richard's 2-year stay in the district:

a. He is seen by the district psychologist who recommends that he be given a job assignment as a student aide in a local elementary school to improve his self-image and to give him a useful reason for being in school.

b. Richard takes geometry and conversational Spanish during the regular semester and the International Education Seminar during the fifth day. He also works as a student aide at Brookdale school.

c. During the interim month, he receives a scholarship from the local Kiwanis club and participates in a Pacific Lutheran University International Education class studying the Indians of Equador. His work in the course qualifies him for a passing grade.

d. He turns out for track, continues his regular academic program and works part time to earn his air fare back to Alaska for the summer.

e. He works in Alaska for the summer and returns to Washington for his senior year enrolling in the precollege program which is primarily academic. He fails in this program and is near dropping out when he is rescheduled into a commercial fishing course at the local vocational technical school. He also takes business management, completing all of his high school requirements in April.

f. He returns to Alaska in May and works with his uncle. He is now qualified to enter the Anchorage Junior College system but chooses instead to enter the fishing business with his uncle.

BARBARA:

Barbara moved to the district from the Clover Park District. She had attended six schools in 6 years, having been in the Bangkok international school immediately prior to moving to the Clover Park District. Her father is a master sergeant and has recently been assigned to Viet Nam. There are six children in the family.

Barbara and her mother came to Keithley Junior High School in December. Testing shows that she is reading at the fourth grade level, scores 3.2 in work-study skills, and is at an average level in arithmetic. Her mother reported that the girl has been involved in taking drugs, but she believes this problem is now under control.

Barbara's initial schedule is worked out as follows:

	Monday through Thursday	**Friday**
8:30 - 10:30	Resource room. Individualized reading program with alternate days in reading laboratory.	Swimming
10:30-- 12:30	Science and math - Back to Back program using large group instruction setting. IPI math.	Library
1:00 - 3:00	Home and family life, including drug education program.	Industrial Arts Project Versatility Classroom

Barbara spends 1 month in this program and begins to show gains in reading. During the interim month Barbara chooses to continue the reading laboratory program, and also take a makeup course in seventh grade geography and history -- courses which she had failed in Clover Park.

It becomes obvious in the second semester that the reading program is not working. Barbara is apathetic concerning her progress. And one day, the school is notified that Barbara is being held in Juvenile Hall, having been picked up for smoking Marijuana. After 2 weeks in Juvenile Hall, she is released to the school. She agrees to join TEED-RU-NAR-R, a juvenile drug prevention program sponsored by the Creative Life Foundation.

Because of the severity of her social and emotional problems, she is assigned to the diagnostic center where her behavior problem is dealt with by prescribing a new educational program. She is placed back into a resource room environment with a 1: 12 ratio. With the desired improvement pattern emerging, Barbara moves back into regular 4-day program. This time she takes archery and tennis as her lifetime sports options, and is enrolled in a regular P.E. program.

The diagnostic center programs begin to work. Barbara starts to close the gap. By the end of the seventh grade she is reading at fifth grade level and is comprehending at acceptable levels. She has developed a real friendship group and despite a second brush with marijuana seems to be improving.

She attends a regular summer session at the diagnostic center together with a social studies government study program which takes students to observe local government in action. She also assists a teacher in developing a course of study for the diagnostic center program in reading.

She takes her eighth grade social studies program on color television at home and enjoys the small discussion groups which follow this program each morning. She develops a real interest for shop-related programs. In her fifth-day program during the first semester, she showed increasing talent in working with plastics. Because of her special interest, she is permitted to participate in the occupational versatility programs during the second semester.

Barbara enters her first year of high school work in the ninth grade of Keithley Junior High School with a grade point average of 1.8. Because of her increased reading ability, and because she is able to take typing, crafts, and other interest courses, she is able to raise her GPA placement to 2.3 by the end of the first semester.

Through arrangements with Northwest Airlines and with approval of the Federal Aviation Administration, a new fare structure was set, and the students were able to fly in groups of 100 to Japan for one-fifth regular fare. One hundred students (including Barbara) flew to suburban Osaka, Japan, for 1 month. Housing arrangements were completed with the Japanese. Students lived in dormitories on the campus of the school. During her contact study of Japan, Barbara was able to visit with her father who flew there on R & R from his second tour in Korea.

The second semester at Keithley was the most successful for Barbara because of new interests and her now normal abilities in reading. Her second semester courses included physical education, shop, chorus, science, and consumer mathematics. She continued to take the contemporary problems course each morning on television.

Barbara's father came back from Korea in June and the family moved to Fort Bragg, North Carolina.

BOB:

Bob is an average student from a typical stable Parkland home. Both his parents belong to the operating engineers union and work as custodians for the Tacoma School District. The combined family income is $6,000 per year and they work only 9 months. The family lives in a small but neat home, they belong to the Trinity Lutheran Church, own a small *camper, and want their boy to succeed. There are six other children in the family, all in school.*

Bob attended kindergarten during the 1970-71 school year and has been an avid watcher of Sesame Street. His parents proudly indicate that he knows all of his numbers and the alphabet. They indicated that he can recognize 30 or 40 sight words. The pre-entrance diagnostic profile was administered by the counselor in June, and it showed the student ready to enter a regular developmental reading program in the fall. Bob appeared to be a well adjusted, extremely social youngster.

The following represents the 12-year highlights of Bob's educational program in the Franklin Pierce School District.

a. His first 3 years are in Unit II of the IGE program. A male teacher, Mr. Ferri, is the unit leader. There are three other teachers, two aides, and two interns. He attends school only Monday through Thursday, but does elect to take the Friday morning swim program, and a crafts class for 6 weeks. He works in the group developmental reading program and makes normal progress. He is on the first "shift," attending school from 9:00 A.M. to 2:00 P.M.

b. The fourth through sixth years are spent in Unit III. He "tilts" out of the developmental reading program, and is placed in the IPI program in both reading and mathematics. He plays in the school band and works two evenings a week at the center on his individual program. Because his parents work evenings, he does not take the Friday program. Instead, he participates in many 3-day weekends with his parents. He participates in the school outdoor education program, and in the school sponsored golf and bowling programs.

c. In Keithley Junior High, he participates in the exploratory program of the school with some unique differences from the traditional program. He participates in a television world history and geography course which is taught on Channel 56 and beamed live into his home color television set. Twice a week, he meets in discussion groups, and three times a week he has independent study programs in conjunction with this program. He also participates in Project Versatility which is a hands-on individualized program in woods, plastics, electronics, metals, forge work, welding, electricity, graphic arts, and general industries. He continues in the environmental education program with a state-wide field trip in earth science. He spends an interim month working with his father and gaining an insight into the world of work.

d. At Washington High School, he enters with a 2.8 grade point average which shows his achievement level above his ability profile. He enters the TIP program in ornamental horticulture and forestry. He has a work experience in a wood processing plant; works on the district crew for landscaping; and achieves at an average rate. He loses interest in the program, and is near dropping out when he is changed to a TIP program which prepares him for a job assignment in a large cabinetmaking firm. He participates in one interim month in Mexico, plays in the band, turns out for baseball and has a satisfactory experience. In his final year, he takes a minicourse in the high school G.E.D. program. Upon graduation, he is fully prepared for employment as a cabinet worker. He has also passed the minimum entrance examination for the local junior college.

TOM:

Tom enters kindergarten in Franklin Pierce School District in September 1971. He will spend 13 years within the experimental schools, although he moves between schools as his family moves. His father teaches biology at Pacific Lutheran University and his mother works part time as a clerk at the school. He is typical of about 20 percent of the stable population of the District. He is a member of the Trinity Lutheran Church and is above average in intelligence. He has one brother and two sisters, all older than himself.

Tom's parents bring him to school in May 1971, and there he is given the Gessell behavioral placement test for kindergarten. Tom is already reading and is classified as mature. He is placed in summer kindergarten, and in Unit I of the IGE program for the fall semester. His experience in kindergarten verifies the counselor's prognosis that he did not require a full year. Although physically smaller than most of the other students in Unit I, he is able to tolerate and keep up in all of the prereading and prearithmetic programs. His IGE unit includes 130 students working in a large, open concept, cluster of classroom spaces totaling 3,600 square feet. His classroom includes small areas where he can work alone, a "construction area," a large individual work area, and areas for small groups to work. His unit is adjacent to the learning resource center. Here, he can work on individualized programs when this is appropriate.

The staff of this unit includes: 1 lead teacher (a specialist in reading), 2 regular teachers (1 man, 1 woman), 3 teacher interns, 2 teacher aides, 2 F.T.E. volunteers.

Tom is in the "blue" group. He reports to school at 10 A.M. in the morning and leaves at 3 P.M. in the afternoon. During the last hour there are only 65 students in the unit and he works in small groups of about eight students for his basic instruction in reading and arithmetic.

Tom adapts well to the group programs. He is taught his reading in a developmental reading program. His parents move during his second year of school to another IGE school with a similar staff. His transition to the new school is made without problem. He stays in this unit for the next 2 years.

Curriculum embedded tests show that Tom is working at the 75th percentile in reading, the 66th percentile in arithmetic, and the 85th percentile in study skills. Even though he is almost 2 years younger than the typical students in the unit, it is found that there are nine other students of his age in a similar situation; therefore, he is placed in Unit IV of the IGE program when he becomes 9 years of age. During these first 5 years in school, Tom has attended school only 4 days a week. This arrangement permitted him to attend, without tuition, the summer programs. Tom showed great interest in these programs because they "weren't like school at all."

The summer programs included:

First year	"The Little Engine that Could" - Drama.
Second year	Reading Laboratory. Tom built his reading level to 6.1.
Third year	Environmental study of Mt. Rainier.
Fourth year	Washington, My Home - Field Trip Study of the State of Washington.

In the fifth year regular program, three new dimensions are added to the regular academic program:

1. A hands-on industrial arts program which teaches Tom how to use basic industrial arts hand tools.
2. A work experience in which Tom serves as a student teaching assistant in Unit I for 2 hours a day.
3. Entrance into the school orchestra with special instruction on the violin.

Because two of these programs are offered only on the fifth day, Tom begins coming to school 5 days a week. At the age of 10, Tom has spun out of the regular group programs of Unit IV, and has met all of the exit criteria for the elementary academic programs. His interest in school remains at a high level. To compensate for this achievement, Tom is given the opportunity to work in the learning resource center for two periods a day.

He begins in the middle program of the CAI mathematics program, and at the top program of the CAI reading series. He works for 30 minutes a day at the CAI terminal, and for 1 hour a day on related assignments.

Upon completion of 6 years in elementary school, the achievement profile shows Tom is working at the eighth grade level in reading, the sixth grade level in arithmetic, and in the 85th percentile in study skills. Even though 1 year younger than most other students, he is sent to Keithley Junior High School.

Tom enters the regular seventh grade program at the age of 11 years. His exploratory program is scheduled as follows:

First Semester	Interim Month	Second Semester	Summer Interim
Regular		*Regular*	
T/V Social studies and Reaction group. Physical Education Occupational Versatility Math CAI	Model Rocketry	Literature, English, Reading, Mathematics CAI Physical Education Chorus-Art-Health	None
Fifth Day		**Fifth Day**	
Golf - A. M. Environmental Center, P.M.		Tennis Free	

Tom reaches the end of the CAI invididualized mathematics program during the seventh grade, and is ready to enter a regular mathematics program in the eighth grade. Physically, he is still much younger than most boys in the school and he has some difficulty with his maturity. He tends to remain with other students in a similar category. His interest in schools remains at a high level, and his achievement holds at desired levels. His performance in the Occupational Versatility classroom was below average. The teachers maintained that Tom was not mature enough to assume the independence required to operate in the program. They recommended that he be enrolled in the seventh grade Occupational Versatility program for his next school year, and that he work with students of his own age. Tom did not attend the summer session because his parents spent the summer at their Hood Canal cabin.

In the eighth grade, Tom selects the following program.

First Semester	Interim Month	Second Semester	Summer Interim
History	Trip to Mexico with his parents. No credit.	English	Craig Reading Laboratory
Occupational Versatility		Health and Drug Education	
Mathematics (Group)		Work Experience, Brookdale	
Orchestra		Physical Science	
Physical Education			
Fifth Day		**Fifth Day**	
Cooking		Governmental Field Trips	
Bowling			

By the end of the eighth grade, Tom has passing grades in all of his pass-fail courses, and he has a grade point average of 3.3 in his regular courses. He has been unable to make the athletic teams because of his size, but he has turned out for intramurals. During the second semester, he spent many evenings in the learning resource center at the local elementary school locating materials for his paper-airplane building class at his work experience job assignment.

Tom has now qualified for entrance into high school and it is decided that he be allowed to continue his ninth grade work in the junior high school atmosphere instead of moving on into Washington High School. Keithley has developed a ninth grade program in which the typical student takes only two subjects a day, and they are composed of seven terms of 6 weeks each. Course offerings are completed in one 6-week period.

The following represents Tom's schedule:

	A.M.	P.M.
First Term	Algebra	Physical Education & Lifetime Sports
Second Term	Earth Science	Drama (meets English requirement)
Interim	Conversational German	Field Trips to German Subculture
Fourth Term	Orchestra Technique	Job experience, Keithley Office
Fifth Term	Ecology of Puget Sound	The Year Book
Sixth Term	Open	Open
Summer Term	TIP SEA LAB - All day program on district training vessel.	
Fifth day	Orchestra - A.M. - all year. Lifetime sports, one each term, Archery, Riflery, Fishing, Billiards, Weightlifting.	

Tom maintains a high interest in his ninth grade courses and enjoys the simplified schedule where he meets only one or two teachers a day. Curriculum embedded tests show that his composite performance on graded subject is at the 75th percentile, and tht he is able to show real responsibility in his OJT experience assisting in the Keithley attendance office. He elects not to attend school in May in order to visit his grandmother in Denver.

At Washington High School, the counselor finds that Tom is highly motivated and has the financial resources to go to college. The counselor states that he is already showing a high degree of interest and skills in the humanities. Tom's 3-year high school schedule includes the following major objectives:

1. To meet the minimum requirements in English and also expanded interests in humanities the program will include:
   a. A 6-week journalism course, working on the school newspaper 3 hours a day.
   b. Three 6-week programs, one in English, two in humanities.
   c. A fifth day international education preparation program and an interim month in Spain and Italy, with emphasis on the humanities.
   d. A credit PLU course taken during the senior year in the humanities area.
2. To meet the minimum Physical Educational requirements, two 6-week terms in phsycial education are prescribed -- 2 hours each day.
3. To meet the social studies requirement:
   a. The interdisciplinary, two-term course is taken during the junior year.
   b. Service as a page for 6 weeks in the Washington State Legislature.
4. To meet the mathematics and science requirement:
   a. Term courses in algebra and geometry.
   b. Term courses in biology and chemistry.
5. To fill out the schedule and have interest areas:
   a. Typing and shorthand.
   b. Orchestra, fifth day only.
6. To meet the job experience requirement, work as a student assistant for one term in the Keithley Junior High English classroom.

Tom graduates from Washington High School fully qualified to enter Pacific Lutheran University. He has been a strong student from a stable home with no major problems during his 12 years in the system. He completes his high school requirement 1 year early largely because of the early placement in kindergarten. He was slightly less mature than most of his classmates and he faced some problems because of this. It was felt that the advantages of him having the coursework geared to his best learning style was better served by allowing him to move ahead than holding him to the artificial placement governed by age alone.

Summary

The nine fictional cases have provided the opportunity to view this project from another perspective. Do programs for students actually utilize the components identified in the project?

An analysis of the project case studies shows the following relationships between students and actual programs.

Component No. 1 Individualized Education Programs

All students utilized one or more individualized education programs. The degree of involvement was reduced as students moved through the junior and senior high school.

Component No. 2 Diagnostic Teaching

Diagnostic teaching was used extensively for Joyce who spent only 3 months in the school district. Helen, who appeared to be mentally retarded, spent an extensive period of time in the diagnostic center, and in working on a prescribed program. This program was changed many times before the right "mix" was achieved which would enable Helen to succeed.

Component No. 3 Student and Teacher Developed Curriculum

50 percent of the course offerings listed for the students were new to the school district --

> An interim month program in Vientiane, Laos; in Japan; in Ecuador; in Spain;
> A new type of interactive, active, and reactive learning program initiated through educational television and continued on campus; the cooperative IGE program, the programs for Occupational Versatility, and all programs designed by teachers in the project for individual student needs.

Component No. 4 Lifetime Sports and Activities

Almost all students participated in one or more lifetime sports. The ratio between student-time in the district and student-involvement tended to equalize.

Component No. 5 Environmental Education

Six of the students participated extensively in environmental education studies. Most extensive was the sea lab which involved the use of a district training boat for off-campus marine instruction.

Component No. 6 International Education

Project students all participated in some phase of the international education program, but specific international education programs were identified at the secondary level.

1. Bob participates in a program known as Contact Study of Mexico.
2. Barbara participates in a study program in Osaka, Japan.
3. Dick spends an interim month in Laos.
4. Richard receives a scholarship and attends the PLU interim program studying the Indians of Ecuador.
5. Anne visits with her cousin in Japan.

6. Tom is involved in a humanities study program in Spain and Italy.

At the present time, the school district is involving only about 2 percent of their students in an international experience. If air fares can be reduced for students to fly on a strictly space available basis, it may be possible to increase the number of students in international education to 50 percent of the students in school.

Component No. 7 Extended Time

Because schools in the project operated the year around, most students availed themselves of the flexibility which this provided by either closing their academic proficiency gap; spending less time in school during the regular school day, but over a longer school year; providing other times than summer for vacations.

Component No. 8 Vocational

All students did complete their work experience and most were involved in extensive vocational training opportunities ranging from the programs such as the cardboard construction project in the primary grades, the industrial arts hands-on program for the intermediate grades, the Project Versatility program for junior high, and a variety of on-the-job training programs for the high school.

Component No. 9 Drug Education

The students who were in the secondary schools all participated in health education and drug education programs. Students who had drug experience participated in the district encouraged TEED-RU-NAR-R program. The major objective was to prevent the problem from developing by having adequately developed prevention programs. When the drug problem developed corrective measures were then available.

Component No. 10 Improved Use of Media and Technology

CAI, TV, group presentation are examples of improved use of the media. The case studies did not identify what media was used in the large group rooms and how media was used to enhance the teaching programs.

It is difficult to generalize from the case studies of nine students. They did, however, identify a different type of educational program than the ones typically followed in American schools today. The youngters had many problems and often the program first prescribed did not work. The descriptions showed the branching alternatives followed when students were unable to tolerate one type of learning environment.

Most of the components have been tried in pilot programs and it is believed that they can be expanded into meaningful district wide programs by September 1971.

IV THE COMMUNITY

The Franklin Pierce School District is directly south of Tacoma, and it represents one of the typical suburban-rural *"bedroom"* communities on the periphery of a major city.

The District has an enrollment of 8,500 students and 389 faculty. Two vocational-technical schools, two junior colleges, and two private liberal arts colleges provide resources in the greater metropolitan area in which this project will serve as a model.

No recent figures exist showing the median number of school years completed by adults because census figures include the metropolitan Tacoma area. A postcard survey has recently been completed showing that 170 out of 468 of the 1969 graduating class applied for college entrance.

The School System. The Franklin Pierce School District is organized under the 6-3-3 plan with nine elementary schools, two junior high schools, two senior high schools, and a district special education diagnostic center.

The schools, their enrollment, and the form of organization, are as follows:

School	Type	Enrollment
Brookdale	K-6	536
Central Avenue	K-6	486
Christensen	K-6	405
Collins	K-6	647
Elmhurst	K-6	693
Harvard	K-6	378
Midland	K-6	439
Parkland	K-6	526
James Sales	K-6	490
Ford Jr. H.S.	7-9	976
Keithley Jr. H.S.	7-9	1,021
Franklin Pierce H.S.	10-12	895
Washington H.S.	10-12	887

Enrollment in the school district grew at a very rapid rate from 1950 to 1968. In 1950 the enrollment was slightly over 1,700, and by 1968 it had reached 8,476. There were 4,585 students enrolled in 1955 and 8,476 in 1968 -- a growth of 84 percent. The growth rate during this time of expansion usually averaged between 5 percent and 10 percent. Recently this growth rate has reversed itself because of a declining birth rate, a sluggish housing market, the lack of sewers, and increasing unemployment. Enrollment for the period 1966 to 1970 reflects this decline.

Year	Enrollment	Increase or Decrease
1966	7,876	- - -
1967	8,202	+4.1%
1968	8,476	+3.3%
1969	8,500	+ .3%
1970	8,422	– .9%

The cost per pupil was $617 for elementary programs and $631 for secondary programs. This is approximately $75 less per pupil than State average.

The district has the lowest valuation of any first class district in the State but has had remarkable success at the polls. The district has never failed to receive less than a 60 percent favorable vote on any issue submitted to the electorate. Two issues in the history of the district failed to validate because of the 40 percent requirements, but these issues were subsequently approved.

The current tax rate (1970 year) is 24 mills, based on 50 percent assessment.

The most recent tax levy was passed on March 9, 1971, by a 69 percent plurality even though taxes had increased by an average of 49 percent due to reassessment.

The Target Population: For purposes of the first 12 months of the grant the target schools will include James Sales Elementary, Christensen Elementary, Brookdale Elementary, Parkland Elementary, Keithley Junior High School, and Washington High School. The control group schools, not included in the initial experimental program, will include Franklin Pierce High School, Ford Junior High School, Harvard Elementary, Collins Elementary, Central Avenue Elementary, Midland Elementary, and Elmhurst Elementary.

Comparison of the target group and control group schools is as follows:

Target Group		**Control Group**		**Data Source**
Student Population:				
K-6	1,931	K-6	2,640	Enrollment Report
7-9	1,031	7-9	962	
10-12	878	10-12	861	
Total	3,840	Total	4,463	
Minority Percentage:				
	4		3	Special Survey
Percent Student Turnover:				
James Sales	53.4	Central Ave.	19.0	5-Year Survey 1962-69
Christensen	39.4	Collins	28.4	
Parkland	36.6	Elmhurst	34.3	
Brookdale	37.8	Harvard	23.6	
Keithley	25.5	Midland	23.2	
Washington	30.5	Ford	15.6	
		FPHS	19.4	
Mean	44.64	Mean	27.25	
Percent Unemployed:	12		9	Estimate
Percent Military-Public Law 874 Qualified	27% or 1,032		16 or 710	Public Law 874 Report

Target Group		**Control Group**		**Data Source**
Percent Low Income:				
James Sales	30.0	Elmhurst	21.0	Title I Report
Christensen	24.9	Collins	18.9	
Brookdale	31.7	Midland	19.2	(Elementary only)
Parkland	11.9	Harvard	5.9	
		Central Ave.	5.9	
Mean	24.63	Mean	14.12	
Housing:				
High density, single family residential. 20 percent substandard. Some limited apartment and multiunit dwellings. Most live on 5-10,000 square foot lots.		Typical home is on 1 to 5 acres. Open, undeveloped unsewered area.		
Mother employed outside home (percents):				
James Sales	20.49	Elmhurst	20.39	5-Year Survey
Christensen	36.55	Collins	31.81	
Parkland	18.49	Central Ave.	22.22	(Elementary only)
Brookdale	19.13	Harvard	10.78	
		Midland	20.39	
Mean	23.67	Mean	20.59	
Average I.Q. (Lorge Thorndike)	105.4		106.1	5-Year Survey
Area Population:	12,126		13,874	
Achievement Test Composite		**Current Survey**		
James Sales	44.8	Elmhurst	48.5	
Christensen	42.8	Collins	44.2	
Parkland	44.7	Central Ave.	47.0	
Brookdale	47.5	Harvard	50.0	
		Midland	45.5	
Mean	45.0	Mean	47.0	

The comparative data shows that the district, as a whole, is a highly transient district and this problem is even greater in the target school area. At the time of the survey of James Sales School, one half of the students left or entered during the school year. District-wide, the figure was one-fourth. The percentage from minority races has increased from almost zero 10 years ago to 4 percent today. There are beginning to develop black "enclaves" which could create a segregated area in 10 years.

Cause of the high turnover has largely been due to the military employment and the reassignment of military men to other bases.

V. PROJECT ADMINISTRATION AND TIME LINE

This project is the educational program for almost half of the students in the Franklin Pierce School District; therefore, the project will be organized as a basic unit of the school system. Figure 9 shows the organization of the district and the relationship of the project staff to the district administrative staff. Project administrators will have cabinet rank and have a direct functional relationship with the district cabinet. Some features of the organization are cited as follows:

1. The project director will be the superintendent of schools. The board of directors will give the superintendent a 170-day regular contract for his regular administrative duties and a 57-day supplemental contract to direct the project.

2. The full-time executive director of the project reports directly to the superintendent. He will have the same rank and authority as the assistant superintendent. The executive director will conduct the day to day administration of the program and directly manage the instructional implementation of the project.

3. The director of evaluation is responsible for the evaluation of the project. He reports to the executive director and maintains a functional relationship with the other administrators in the district.

4. The program budget manager organizes the budget into a program budget sequence; arranges for the purchase and inventory of all equipment; purchases all supplies, processes all payroll requests to the business department; supervises the award of all bids and monitors progress of remodeling projects. He reports directly to the executive director but maintains a functional relationship with the personnel director; the director of maintenance; and the school principals.

5. The coordinator of environment education develops the full range of environmental education opportunities for students, manages the fifth day field trip programs for all elementary schools, coordinates the outdoor education camp, and develops all outdoor learning areas for the project schools.

6. The coordinator of dissemination is a joint appointment with Pacific Lutheran University. The coordinator organizes a staff to develop all project publications; arranges for all press releases; develops slide and tape presentations for visitors and conducts all tours. He is directly responsible to the dean, School of Education, Pacific Lutheran University and is functionally responsible to the executive director.

7. The coordinator of training is a joint appointment with Pacific Lutheran University. This administrator will spend 75 percent of his time in the schools with teachers, about 25 percent on campus organizing the training programs for the project. He reports directly to the

dean of the School of Education, Pacific Lutheran University, but has functional responsibility to the executive director.

8. There are six individualized instruction systems development specialists (IISD) -- one housed at each project site. These specialists are employed the year around and are responsible for the development and coordination of the individualized programs in each school. The specialists report directly to their school principal, but functionally relate to the project executive director.

9. In addition, the project will employ 8 certified employees, 20 interns, 29 aides, 6 clerks, and provide training for 50 volunteers to give the improved staffing model, increased school year, and increased student day models an adequate test.

It should be noted that only the executive director, program budget manager, and the director of evaluation are central office staff positions.

The coordinator of training works out of the University on a contractual basis. The coordinator of dissemination, likewise, develops materials and operates from the University. All of the instructional system specialists are based in the schools and manage the individualized learning resource centers.

The time line for the project is as follows:

Date	Event	Decision
5-10-71	Notification of project approval	Organize all beginning activities for approval of Board including the preparation of job specifications for all positions. Begin IGE training for lead teachers at the University of Washington.
5-11-71	Board meeting	Call for bids. Remodeling - Brookdale, Christensen, Parkland, Keithley, James Sales. Call for bids for all equipment of a value over $2,400. Authorize purchase, on quote, of all equipment, worth less than $2,400. Lease purchase, project office.
5-17-71	Education council	Presentation of approved projects, open meeting for expanded council to view proposed project implementation.
5-15-71	Franklin Pierce Education Association	Presentation of project to general meeting of Franklin Pierce Education Association.
6-8-71	Board meeting	Award of bids on all remodeling, equipment, and lease purchase of project office. Construction to begin 6-9-71. Employment of all personnel. Authorization for employment of all summer school, and summer development programs.

Date	Event	Decision
6-30-71	Training and summer development	Begin 4-week training and summer development program. Teachers identify programs of interest, develop teaching strategies and systems using process chart found on page 95. Pacific Lutheran University conducts training for individualized instruction systems specialists. 500 project students involved in summer course offerings.
7-13-71	Board meetings	Approval of contracts with Pacific Lutheran University for training programs and supervision of intern teachers. Approval of similar contracts with the University of Puget Sound for student aide program and management of diagnostic center activities. Award of contracts for dissemination equipment and the installation of the closed circuit TV network between the projects schools and PLU.
8-1-71	End first quarter, begin second quarter (payment $252,755)	Principals of project schools begin summer planning. Receive, inventory, and place all equipment in buildings. Monitor progress of remodeling projects.
8-10-71	Board meeting	Progress report from principals on overall plans for the beginning of school. Deadline for the final employment of all project personnel.
8-25-27 1971	IGE workshop	Workshop conducted at the University of Washington for schools entering the IGE program. Brookdale, James Sales, and possibly Christensen will attend.
8-31-71	District-wide television workshop	Project staff members introduced to entire district staff on annual television inservice meeting broadcast from KPEC TV.
9-1-71	School begins	Christensen, James Sales, Brookdale begin IGE program, Parkland modified vocational program. Occupation Versatility, and Craig Reading Lab Programs in operation at Keithley Junior High. 4-1-4-1 program in operation at Washington High School. Most sites will have individually prescribed instruction programs; diagnostic teaching strategies; student and teacher developed curriculums; industrial arts in all grades; lifetime sports and environmental education and a drug education program. All schools will offer a 4-day week with optional programs offered on the fifth day. The secondary schools will offer an interim month.

Date	Event	Decision
9-20-71	Education council	Orientation of expanded education council on progress of school programs.
9-27-71	Advisory council and charrette	First meeting of project advisory council. Receives coordination information of program. Disseminator and evaluator coordinate efforts. University presents training plan.
10-12-71	Board meeting	Call for bids, television distribution system, Parkland to Pacific Lutheran University.
11-1-71 Third Payment	End second quarter, begin third quarter ($252,755)	Deadline for the publication of all courses of study for junior high mini-semester, high school interim month. Tentatively listing of more than 300 interim month job activities.
11-9-71	Board Meeting	Award of bids — television distribution system.
1-3-72	Begin interim month	Interim month and mini-semester are begun. Students take full-day or half-day courses on the campus of Keithley Junior High School and Washington High School or participate in a variety of away from school monitored activities including exchange programs out of the country; job experiences throughout the county; student aide jobs in schools; working with parents; or vacation.
1-31-72 Fourth Payment	Begin second semester ($252,755)	Second semester begins January 25 at Keithley Junior High, and January 31, second semester begins at Washington High School.
2-8-72	Board meeting	Franklin Pierce Views Issue: The Experimental Schools Project, discussed by board.
2-22-72	Education council combined with Board regular meeting	Presentation by secondary school teachers on results of junior high school interim month. Establish structure for charrette.
3-3-72 3-4-72 3-5-72	Three-day charrette at PLU	In cooperation with PLU offer a 3-day charrette on the progress of the project. Identify priorities for second year of operation.
5-1-72 First Payment	End of first year of project ($253,755)	Advisory council meets to establish recommendations for programs to receive summer funding.

Date	Event	Decision
5-11-72	Board meeting	Board receives report on summer programs at six project sites.
6-7-72	End of school regular semester	Students are all programed for summer school with approximately 25 percent of students in project schools availing themselves of the opportunity of participating in a 4- to 6-week mini-term.
6-26-72	Beginning of summer school and student teacher course development program.	The first full component summer school will begin with components interchangeable with curriculum offerings of the winterim and also equivalent to fifth day offerings. Students may use components in lieu of a regular school semester if they add up to the right subject areas.
7-11-72	Board	Board hears the first annual report of the evaluator as to how well the district met each of the project objectives. Recommendations of staff are accepted to modify unproductive programs, continue productive programs.
8-1-72 Second Funding Period	Begin second quarter funding cycle	
8-1-72	Begin evaluation summer development prog. ($253,500)	Advisory committee visits summer program.
8-8-72	Board meeting	Board receives oral or written report on project summer activities.
8-23-72	Summer IGE workshop	Workshop by University of Washington for 32 teachers in IGE schools.
9-1-72	Orientation all teachers	Experimental schools panel presents progress report on district televised orientation program. Attitude teacher survey taken from *all* district teachers.
9-18-72	Education council - curriculum adv. comm.	Presentation of IGE program progress to education council. Review of evaluation data.
9-26-72	FPEA Council School Board	Combined meeting with school board on IGE Program.

Date	Event	Decision
10-16-72	Education Council	Final planning for second charrette.
10-27-72	Charrette (funding period $253,500)	Community involvement in second charrette held at University Center, Pacific Lutheran University.
11-14-72	Board meeting	Report of evaluator on summer programs. Approval to continue intern programs.
11-20-72	Education council curriculum advisory committee	Report on "occupational versatility" project and approval of developed curriculum for both Ford and Keithley Junior High Schools.
12-12-72	Board meeting	Authorization by Board to export project components to Elmhurst Elementary. Report from evaluator on first year of project.
1-2-73	Begin interim month	Washington High, Keithley Junior High, and Ford Junior High, and Franklin Pierce begin interim month utilizing half-day and full-day minicourses.
1-29-73	Complete interim month 8th progress payment ($253,500)	Begin second semester. Complete evaluation of 2nd year operation of interim component.
2-13-73	Evaluation report	Report to Education Council on recommendations for rejection, modification or continuance of mini-course components.
3-20-73	Board meeting	Action taken on recommendations of Education Council. Presentation of Keithley Jr. High mini-semester.
4-19-73	Charrette No. 4	Held at University Center, Pacific Lutheran University. 3-day Charrette: students, teachers, parents, university and community leaders. Discuss components for third year of project.
5-1-73	Begin third year of operation. Payment No. 9 ($278,851)	Present new 30-month budget, expanding project to all 13 schools with export of all high coefficient projects, rejection of others.

Date	Event	Decision
6-12-73	Board meeting	Award of all bids for equipment and remodeling for 1973-74 school year. Approval of project components to be continued and discontinued.
6-25-73	Begin summer term No. 1	Project summer student and summer activities extended to entire district.
6-23-73	Begin summer term No. 2	Pilot operation of the mini-summer session in the new 4-1-4-1-1 plan.
8-1-73	Completion of summer interns program. Payment No. 10 ($278,851)	Evaluation report on full test of year around operation with description and acceptability of "alternative" components for regular program.
9-11-73	Begin programs for 7th project school	All valid elementary project components exported to Elmhurst School. Test of export criteria.
10-9-73	Board meeting.	Board receives evaluation report.
10-15-73	Education council and advisory committee	Final planning for Charrette No. 5.
10-26-73 to 10-27-73	Charrette No. 5	Evaluation and recommendation of first 30 months.
		Begin Second 30-month period.

VI. EVALUATION

Evaluation procedures for this project are designed with the following needs in mind:

1. There is a need to view this project in its large perspective; therefore information regarding its results both in terms of process and product must be gathered so as to allow comparison with a larger norm group.

2. There is a need within the project to have accurate and reliable information about the effectiveness of its process and its effect upon staff and students in order to more realistically manage the district itself.

3. There is a need to develop an effective system for systematically monitoring pupil progress and the flow of administration in order to facilitate learning within the school.

4. There is a need for valid and reliable data regarding the objectives of the school and the progress of students toward these objectives that can be systematically gathered, arranged into forms which allow translation by nonprofessionals, and disseminated to the total community.

In order to meet these evaluation needs, the design utilizes a broad range of procedures. An overall standardized testing program will be carried out with measures taken in the usual academic areas to allow for wide comparability studies. Examination will not only be made in terms of percentile scores and grade equivalents. Further examination will be made in terms of comparison, using expected versus achieved scores in the areas of math, reading, and language usage. This will provide a comparison between the experimental schools and the "control" schools, plus the added dimension of comparison against national norms.

Within the experimental schools, a broad variety of instructional programs will be employed. Each of these contains a developed set of objectives that produced evaluation during their testing phases. These individual program evaluations will be used for internal purposes and only modified to allow each to function in the total program. From the objectives of individual programs, e.g., IPI, periodic diagnostic examinations will be compiled for monitoring and comparison of progress toward program objectives.

This information will be used for program change, preserving of instructional packages and management information. Control schools will take these diagnostic tests periodically and a progress comparison will be made.

Standardized diagnostic examinations will be employed whenever possible for aid in pupil placement and prescription. CTB/McGraw Hill's PMI and PRI instruments are examples.

Individual pupil achievement records will be maintained in the evaluation center and periodically updated with information relative to progress toward his and the program's objectives. These will form the basis of inter-student comparison and inter-program evaluation. Upon transfer, these records will provide the receiving school with a record of progress and achievement.

Aptitude, interest, and attitude data will be gathered as pertinent to meeting individual program objectives. Standardized instruments will be employed where appropriate and available, e.g., "Strong Interest Inventory-High School" and/or "Kuder Prepared Performance Test" in the junior highs. Local instruments will be developed using accepted development procedures. Consultation from neighboring universities will be used in the development of these selected instruments. A social psychologist will be employed on a half-time basis to give leadership to the collection of data in the affective domain.

Community inventories will be used both as a basis of ascertaining opinion and interest and also as a means of dissemination of relevant information to the community.

A management check instrument based upon the major objectives and decision points across time lines during the program will be developed. The following populations will be sampled at least

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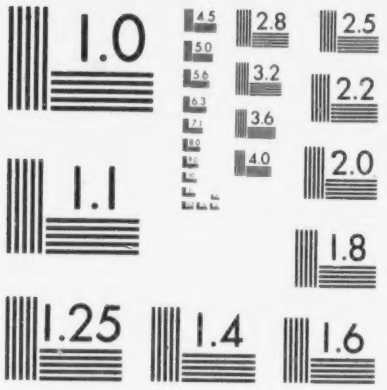

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

twice a year: students, professional staff, nonprofessional staff, and administrators. Information from these surveys will be used to provide a check on the management process within the total program. The CTB/McGraw Hill Evaluation Center has indicated willingness to develop and analyze this instrument. The management check is also a joint and cooperative endeavor between the district and the Office of Education Evaluation Contractor.

VI. EVALUATION

1. Management twice a year (March and December.) Selected sample of staff, administrators, students.

2. Academic and attitude behaviors between experimental and control system measured on those of the population who remain there the full year. Flow chart indicates time of data collection.

   Comparison will also be attempted for those who remain in the program for a period of at least 6 months and less than the full year. On the four elementary experimental schools an expectation of performance will be made in the tool subject areas, plus selected socio-behavioral areas. Times indicated on the flow chart.

3. In the experimental schools, student progress toward course objectives, as behaviorally specified, will be maintained. This information will provide management information to building professional staff data of use to the parents. Flow chart indicates periods of data collection.

   Upon leaving the district, students will be sampled relative to their knowledge in tool subjects and attitude and interest variables which will be used to:

   a. Compare against entrance data.

   b. Provide a record for transfer purposes.

4. Attitudinal and informational data will be gathered four time a year from selected sample of parents and community residents. This information will be used principally by the professional staff to aid in dissemination within school and district. Further, this data will be translated and graphically presented for information relating to community understanding and support.

MINNEAPOLIS PUBLIC SCHOOLS
MINNEAPOLIS, MINNESOTA

EXPERIMENTAL SCHOOLS EDUCATIONAL PLAN

Submitted to:
THE U. S. OFFICE OF EDUCATION
EXPERIMENTAL SCHOOLS PROGRAM
May 24, 1971

By:
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I. OVERVIEW

A Belief in Choice in Public Education

For city planning purposes Minneapolis is frequently divided into 10 communities. The communities are distinguished from one another on socioeconomic basis and in some cases by physical barriers such as freeways. It is relatively easy to characterize most of these communities. Some are middle class; some are blue-collar ethnic enclaves; others are home to the poor and the black. Some are stable; others are transient.

One of these 10 communities, however, defies easy description. It is in this area--the southeast community--that the Minneapolis Public Schools will establish a demonstration program by offering a number of educational options to the heterogeneous population living there. Bounded by the Mississippi River, railroads, and freeways, Southeast is home to a bewildering amalgamation of factories, railroad yards, flour mills, residential neighborhoods, shopping areas, and the main campus of the University of Minnesota. People living in Southeast represent many life styles, from radical students to more conservative residents, from the unskilled and unemployed to the tenured professor, from the "first families" of Minneapolis to the latest arrivals of a growing transient population. Within Southeast's population of 30,000 there is a considerable range of income: 35.1 percent of the families earn less than $4,000 annually according to the 1960 census, but 15.6 percent earn more than $10,000 per year. Impressive private homes stand a block away from housing projects. Of the 2,480 students enrolled in Southeast's public schools, 10.5 percent belong to minority groups (compared to 13 percent minority students in the city as a whole).

The southeast area is a microcosm of the city. The differences in attitudes, judgments, tastes, preferences, and life styles that one would expect to find in a large city also exist in the small geographically unified area of Southeast Minneapolis. Understandably in such a community, there are differences of opinion about the direction and pace of change in public schools. Some citizens are skeptical of changes which allow a child to pursue his "formal" education outside of the classroom. Other citizens wonder if their children will learn anything worthwhile from a traditional education program.

No group can claim to speak with absolute authority. Facts, opinions, and experience support many educational positions. No one really knows if children learn more in schools as they are now, or in schools as reformers would like them to be. No one really knows if children are happier in "free" schools. Few free or open schools have served the general population or even an elite population for a long period of time.

Rather, people who disagree about schools reflect what educators have known for a long time but have failed to act upon--that learning is a highly personal, individual activity. The process of learning and that which is learned varies with an individual's background, interest, ability, personality, values, and personal goals. Research has confirmed what teachers and parents always suspected--that learning styles are vastly different.

The Minneapolis Public School System is philosophically committed to providing for and encouraging the development of individual differences found in the highly diverse population the schools serve. The overall design and goals of this program reflect the feeling that the Minneapolis Public Schools must be even more responsive to the individuals served and must do more to stimulate individual growth and fulfillment. Certainly schools will continue to be concerned with the responsibility of passing on specific skills, intellectual disciplines, and bodies of knowledge. Providing a curriculum which helps children master basic skills will continue to be a goal of the school system and of this program. But today, skills and bodies of knowledge become rapidly obsolete; intellectual disciplines themselves are changing; future work skills can hardly be imagined; leisure time is increasing; value systems are being challenged; and choices of living styles are multiplying. In such an age the role of schools in promoting individual growth and fulfillment and an individual's ability to continue learning takes on great importance. Based on these beliefs, the students, parents, and faculty involved in planning this program submit that its main purpose is to offer educational options within the public school setting, which support individual differences for all involved in the educational process. The heterogeneity of the Southeast Minneapolis community makes it an ideal environment in which to demonstrate that public schools can successfully offer significant choices.

Choice-making by students, teachers, and parents will become the basic way of school life for all members of the Southeast Alternatives program within the public school sector. This liberating feeling will find expression in the multiple instructional patterns offered, in the diversity of curriculum materials available, in the recasting of the teaching role so that persons of all ages can be learners and teachers and, finally, in the essential expression of a deep belief in the ability of people - student, faculty, and parents - to make their own educational decisions and to have those decisions respected by others in the school community. Faculty members will have opportunities to participate in various program options and in the teaching of particular courses and activities within program options. For students a major goal of the program is to encourage their personal growth and development of positive self-concept by allowing them more self-determination and by giving them skills and guidance they need to handle the increased responsibility. Parents will have the responsibility of selecting among five major program options available beginning in September 1971.

1960 U.S. Census Family Income

Income	*Minneapolis* percent	*Southeast* percent
Under $4,000	21.5	35.1
$4,000 to $9,999	61.2	49.3
$10,000 and over	17.3	15.6

1970-71 Southeast Minneapolis Public Schools Data

School	*Enrollment*	*Grades*	*Percent* AFDC	*Percent Turnover*	*Percent Minority Students*
Motley	101	3-6	86	27.2	16.8
Pratt	466	K-6	10	18.2	11.8
Marcy	272	K-6	16	35.0	4.4
Tuttle	403	K-6	18	8.6	5.7
Marshall-University Jr.	604	7-9	16	28.0	12.4
Marshall-University Sr.	634	10-12	9	37.6	12.4
Southeast	2,480		16.8	26.0	10.5
Minneapolis Public Schools	66,934		21.3	25.5	13.04

II. MAJOR PROGRAM OPTIONS

The five major options will be:

At the elementary level:–

1. The Contemporary School at Tuttle which incorporates promising practices but does not deviate greatly from the present teacher-directed, structured curriculum, and school organization by grade level.

2. The Continuous Progress Primary at Pratt and the Continuous Progress Intermediate at Motley in which each child advances at his own pace without regard to grade level.

3. The Open School at Marcy where there is a flexible curriculum, schedule, and age grouping and where affective learning is emphasized.

4. The Free School (K-12) will have the curriculum that those who teach and learn wish to develop and experience.

At the secondary level the Free School program option is available as well as the flexible Marshall-University array of courses and activities in which each individual student, with his parent's consent, will design his educational program under the quarter system with many of the courses and activities being located at community learning sites. Students will participate in small counseling groups and can take single subject discipline, interdisciplinary, or individual direct study courses.

For parents of youth in public schools in the Southeast community who strongly feel that no Southeast alternatives program or course of study is at all satisfactory, a procedure is available for those parents to seek the transfer of their children to other Minneapolis public schools and thus not participate in this federally supported educational venture.

A. The Contemporary School

The Contemporary School option will incorporate a variety of promising practices without major deviation from the existing Minneapolis School organization. The option is based on the view that many children learn effectively and feel comfortable in one classroom with children of their own age and with one teacher who determines the instructional program and procedure.

The Contemporary School will incorporate the curriculum traditionally taught in elementary schools--i.e., reading, writing, arithmetic, language arts, social studies, health, music, art, and physical education. Learning activities will follow guidelines established by the Elementary School Assembly, the curriculum planning body for the elementary schools in Minneapolis. Generally, blocks of time will be allocated each day for each subject.

Among the significant curricular innovations available in the Contemporary School will be the Pyramid Reading Program. The reading program includes:

1. The presentation of important reading skills in sequence;
2. A rich and organized continuum of multisensory strategies and materials designed to facilitate the learning of each specific skill taught;

3. Intensive inservice training for teachers in teaching reading and in using and developing supplementary materials;
4. Instructional Materials Center--a center which produces materials such as booklets, games, cassette tapes, worksheets, etc. to reinforce specific skills and vocabulary taught in a basic reading series; and,
5. Methods for initial and continuous diagnosis of each student's most critical reading need.

Several other promising curricular practices will be incorporated into the Contemporary School option including:

1. Casette tapes for children who have difficulty reading in subjects such as science and social studies;
2. Career development curriculum effort;
3. Environmental education materials planned jointly by science and social studies consultants.

A teacher in the Contemporary School will have responsibility for analyzing the instructional needs of students in her class and for prescribing educational activities to meet students' needs. Although general curriculum guidelines are set by the school system, each teacher will decide on type of presentations and pace of lessons appropriate for needs and interests of her class. Teachers will also be required to make judgments about the best way to group children for basic skills instruction. Teachers will also be responsible for evaluating each child's academic and social progress, for issuing periodic report cards to parents, and for deciding whether or not to promote the child to the next grade level. Aides and specialist teachers in music, art, and physical education will assist the classroom teacher.

Children in grades K-3 in the Contemporary School will spend most of the day with one teacher, in one classroom, with children their own age. They will work, for the most part, on activities or lessons assigned by the teacher.

Children in grades 4-6 will also be assigned to a homeroom teacher according to chronological age. They will spend the morning studying basic skills of reading and math under a teacher's direction. In the afternoon, children in upper elementary grades may work in large groups, in small groups, with one other student, or by themselves, depending on their assignment or on their own preferences and interests. Children from different homerooms and different grades may occasionally work together during this time. Fourth, fifth, and sixth grade teachers will plan the afternoon program jointly. They will determine which children learn best in which learning format and which activities and lessons are appropriate for different learning formats.

Parents will be involved in the Contemporary School through the Parent-Teachers Association. They will also have conferences with their child's teacher and will be encouraged to volunteer in the classroom.

B. Open School

The Open School option is based on the assumption that when children plan their own activities within a rich and carefully planned environment, they not only learn basic skills, but also learn to take more initiative for their own education and to enjoy learning more than their counterparts in traditional schools. Another assumption is that children will become more sensitive, responsible adults if they are encouraged to work and play with many children and adults as part of their school experience. Therefore, the Open School is organized to encourage school children to freely explore a great variety of materials and subjects and to bring children into contact with many adults and children of varying ages. Children will learn in the Open Classroom much as very young children learn in their own homes before beginning school; i.e., by looking, touching, exploring, playing, and talking about objects and events in the environment. Children decide where and with whom to spend their time.

Although the Open School does not follow a set schedule or a formal curriculum, it is not unstructured. Materials are carefully selected and arranged so that students are exposed to many interest areas and so that learning opportunities occur as children play. Interest areas may include a music corner stocked with many instruments and records; a reading corner with books, flash cards, games, and tapes; a dress-up area; a science area with plants, animals, aquariums, rocks, sand, thermometers, and magnifying glasses; a workbench with saws, hammers, nails, tools; an art area; a math corner; etc.

In a typical morning, a child may spend an hour at a workbench by himself hammering, sawing, and building. From there, he may move to the music table to play a xylophone or to compose a tune. He may then move to a reading corner, to read a story out loud to a friend, or to join a group of children who are reading out loud to the teacher.

The curriculum is determined largely by the teacher's response to children's interests. A new pet in the science corner may capture the children's attention and provide an opportunity for a science lesson (children and teacher discuss the animal's habits, natural home, etc.), an art lesson (children draw the animal), a reading lesson (children read about how to care for the animal or write a set of instructions for feeding), or a math lesson (children measure animal's growth). Many activities lend themselves to this type of informal instruction in basic skills.

The amount of formal instruction and of adult guidance depends on teacher judgment of a child's needs. If, for example, a child has well-developed reading readiness skills, but does not participate in any activities through which he might learn to read, the teacher may give him some specific reading lessons to complete. If a child spends all his time in one interest area, the teacher may guide him to other areas and activities.

The teacher is also responsible for seeing that each child is eventually exposed to many activities and materials, so that the child has some basis from which to develop new interests. The teacher must provide an environment in which the occasion for learning does arise. She must select materials which stimulate children's curiosity, creativity, and intellectual and social development.

Open School teachers assess children's progress by careful observation of their behavior and examination of their creative work. Teachers must keep narrative records on each child and talk regularly with parents.

The Open School will be organized in two different ways. Parents will choose the model they prefer. In Model I, children will remain in one classroom with a teacher, several aides, and community volunteers. Various interest areas will be contained within the classroom. In the second model, a number of rooms within the school building will be set up as interest areas; children will be free to move from room to room as they choose at all times. Each child will have one teacher assigned as an advisor, but otherwise no assignment to any one teacher. Teachers, volunteers, and aides will teach in the interest areas which they prefer.

Parent committees will be formed to work along with professional staff on various aspects of the Open School program. One committee may be responsible, for example, for working with teachers to design and equip interest areas. Another committee may be responsible for helping design a student evaluation system. Parents will also be encouraged to participate in the classroom as frequently as possible and to meet regularly with Open School teachers.

C. Continuous Progress Elementary

The Continuous Progress Elementary option is based on the premise that each child learns best by working at his own pace. Instruction in the Continuous Progress option is based on a carefully sequenced curriculum in basic skills. The unique feature of the Continuous Progress School is that children progress through the curriculum without regard to artificial or grade level barriers.

Children in the Continuous Progress School will be assigned to a suite of classrooms, with a team of four teachers and approximately 100 students of varying ages. Children ages 5-8 will be a primary unit in one school building; children 8-12 will be in the intermediate unit in another building. Within each suite of rooms, children will be assigned to groups for basic skills instruction based on their abilities and special needs. For example, a child who needs instruction in reading comprehension will have a lesson with one teacher from his teaching team and with other children who need instruction in the same skill, at the same level. He may work with another teacher and another group of children on spelling, and with still another teacher and groups of children on additional skills. Children will still take part in the appropriate social and physical activities with others of their own age.

Academically talented children benefit from the opportunity to work with older children and to learn more skills at a faster rate than they could in the Contemporary School, where children are grouped, for the most part, by age.

Late starting or slow moving children have the opportunity for additional instruction and practice in basic skills without the stigma of being retained at the end of the year. Since the program is ungraded, promotion or retention is not an issue. For social reasons, however, no child will spend more than 8 or less than 5 years in elementary school.

The Continuous Progress Elementary option will incorporate the Minneapolis Pyramid Reading Program and other curricular innovations described in the Contemporary School section. Math instruction in the Continuous Progress School will be based on the Individually Prescribed Instruction (IPI) program, which provides children materials in 13 different math areas, at eight levels of difficulty. The IPI testing program allows teachers to immediately pinpoint the strengths and weaknesses of the child, so that he can be placed at his functioning level in the program.

Conventional curriculums not directly related to basic skills will be set aside in favor of a wide variety of minicourses from which children may choose. Primary children will be able to choose their activities two afternoons each week; intermediate students will have a choice every afternoon. There will be activities and minicourses in areas such as art, music, science, social studies, reading, advanced math, creative dramatics, cooking, wood working, physical education, crafts, etc. Adults, but not necessarily teachers, will plan and supervise minicourses. Parents with special talents and interests, such as photography, dramatics, sculpture, etc. will be asked to teach minicourses.

The length of time a group spends on a subject or activity will vary. One group might spend two weeks learning to play various rhythm instruments; another group might spend an entire semester studying animals. All children will be required to select at least one activity sometime during the year related to science, music, art, and physical education, to insure that each child is exposed to these areas. Children will be grouped by interest rather than by performance for minicourses.

Teachers will work in teams of four; each team will be responsible for planning educational activities for approximately 100 children. A major task of the team will be to decide an approximate grouping of children for instruction in basic skills. In the afternoons, teachers will teach minicourses in their own area of expertise and help coordinate volunteer teachers. Teachers will be responsible for evaluating children's progress and reporting to parents in person and through narrative reports.

Parents and other interested Southeast residents will be invited to become active participants in the instructional program of the Continuous Progress elementary. Those who do not wish to teach minicourses will be asked to tutor in basic skill classes. Parents will also be involved in the program through PTA and regular parent-teacher conferences.

D. Free School K-12

The most experimental instructional pattern offered within the public school setting will be a K-12 Free School. This will be initiated in the Fall of 1971 with a small number of students (50-70) and teachers (3-4) using rental space within Southeast Minneapolis. There will be no required classes and no division of elementary and secondary school-age youth. Student self selection of curricular experiences and development of a positive self-concept will be emphasized.

Instruction will take place as students and teachers decide, but at least five instructional options as developed by the Wilson Laboratory School in Mankato, Minnesota, will be initially tried. Classes will be offered on a daily basis and students will mold their experiences around these five instructional modes:

1. One-to-one tutoring. Utilizing community residents, university volunteers, Free School students and other appropriate personnel, tutoring sessions on any educational subject will be explored.

2. Open laboratory. Students will go into active involvement areas such as in the graphic arts, sciences, and handicrafts for laboratory experience.

3. Independent study. Less active than open labs, students would pursue interests by reading, rapping, listening to tapes, and researching.

4. Small groups. Scheduled when students or teachers feel the need for them on topics of current interest.

5. Large groups. A regular time on the daily schedule for special guests, field trips, and Free School town meetings.

School year 1971-72 would be the developmental year for students, teachers, and parents who are interested in having this educational option. As more and more free schools are beginning across the country (and failing almost as quickly) it seems valid to see whether this option of educating students is viable within the public school setting.

Students will be drawn first from Southeast Minneapolis but the school will be opened to city-wide applications if it is not filled. If there is interest, the Free School will operate at the level of 150-200 students after September 1972. An exception from State compulsory attendance and curriculum regulations will be sought from the Minneapolis Department of Education. The appeal of the Free School is in making a school a place where people come because they want to, not because schooling is required.

E. Marshall-University High School

Marshall-University brings together a heterogeneous Minneapolis student and parental community serving approximately 1,250 students in grades 7-12 at three main learning sites: the Marshall building, Piek Hall, and Piek Hall Gymnasium on the University of Minnesota Campus. The instructional program is based on the recognition of the diverse student population; the multiplicity of teaching roles; the inclusion of broad student, faculty, and parental interaction in the learning process; and the need for great flexibility in devising different courses of studies for different individuals.

The students served not only come from the heterogeneous Southeast Minneapolis population, but approximately a fourth of the students come from the rest of Minneapolis and the metropolitan area. Marshall-University's population is a rich expression of human diversity and life styles, and the school attempts to bring people together in an atmosphere of mutual trust and respect.

The basic seventh and eighth grade program at the junior high level is a full 6-hour schedule in physical education and health, a modern language (Spanish, German, Russian or French) and courses in art, music, home economics/industrial arts. Half of the students in each grade are placed on an interdisciplinary teaching team for 3 hours each day for instruction in English, social studies, mathematics and science. Other seventh and eighth graders have the same subjects taught by teachers in self-contained classrooms on a non-interdisciplinary basis. With teacher approval, students are also able to study in the English-mathematics basic skills center and in "school with walls" student interest electives planned by teachers and community volunteers. As future planning for junior high curriculum proceeds, it is anticipated that students and parents will be more involved and have more decisions to make concerning the curriculum they desire.

Academic standards for grades 7-12 are under the jurisdiction of the Policy Board of Marshall-University, the Minneapolis Public Schools, the Minnesota Department of Education, and, at the high school level, the North Central Association of Colleges and Secondary Schools.

In high school grades 9-12, courses are increasingly offered on an elective basis wherein the student's parents approve the projected courses of study each year, selecting among the many courses and activities offered by the teaching faculty and cooperating educational instituttions. The entire school, beginning in September 1971, will go on a three quarter system (September-June) schedule with students able to participate in various Minneapolis Public Schools summer quarter courses and activities on an optional basis. The average senior high student takes 5 hours of classes in the 6-hour day, although many take a sixth class for credit. Individual directed study, interdisciplinary courses, single subject discipline courses and a variety of non-school learning experiences are available to interested students and parents.

An eclectic curriculum approach is used in grades 7-12, but will be centered around four instructional modes in the expectation that continuing student, parent, and faculty interaction will generate the relevant curriculum offerings at any given point in time.

Mode One: Small Counseling Groups: After a period of inservice training for faculty members this fall, the concept of small counseling groups will be implemented during 1972 and will become an integral part of the school's program. Within this mode the student will plan his quarter system program with the advice of his school advisor and with the consent of his parents. The student in grades 7-12, with his parents' consent, will select his school advisor with each faculty member limited to approximately 15 advisees. Counseling groups would meet on a regular basis to deal with educational and career planning, to develop interpersonal skills, and to assess past learning experiences. The advisor will serve as the school's main liaison with his advisees' families and will meet with parents in conferences as needed. In planning each student's course of studies, the advisor would be knowledgeable of the various curriculum and graduation requirements.

Mode Two: Single Discipline Courses: The several curriculum subject disciplines are regularly taught in school and will be continued in courses offered by the various departments. Learning activities might stress a particular set of basic skills, organizing concepts, or certain themes as developed in the perspective of a single discipline. Mode two courses are most often taught under the direction of a single faculty member in a quarter course on the school site, although it is contemplated that more mode two courses will be planned and taught at various community learning sites.

Mode Three: Interdisciplinary Courses: This mode is characterized by the comparative and contrasting application of knowledge from the several disciplines brought to bear on particular human interests and concerns. A group of students and a teaching team representing different disciplines will analyze basic data, draw upon a variety of community resources in working on the area under study, and will make conclusions and recommendations for further study and action. As feasible, ideas will be tested in active implementation experiences.

Mode Four: Individual Directed Study: Engaging a student's personal interest in the quest for greater understanding and knowledge, this mode provides considerable student autonomy. With the consent of the families and teachers, students initiate proposed courses of study including course objectives, content, and method of evaluation. Once approved, the student pursues the course at his own pace during the quarter and confers regularly with his teacher who acts as a tutor for guidance and evaluation purposes. At the junior high level, individual directed study is normally provided within the structure of existing mode two or three courses. In high school, mode four is normally a course separate from existing courses. In mode four students must have the consent of their parents and participating faculty members prior to undertaking individual study.

Particular mention should be made of the practice by which special education students on an individual basis are integrated into the regular instructional modes. Hearing impaired, orthopedically handicapped and educable mentally handicapped students from the metropolitan area participate with teachers-tutors in the various classes and special resource rooms.

Students' Day

During the regular 6-hour instructional day on the quarter system, most classes meet for 45 or 60 minutes daily. Students in grades 7-8 take courses in 10 departments. In grade 9, English, social studies, mathematics, and science are taken a minimum of two of the three quarters, and physical education and health all three quarters. In grades 10-12, 45 course credits are needed for graduation. Courses offered are largely determined by the teaching faculty, and students with parental consent select from them.

By making all of the school's teaching resources potentially available to any student, there are a substantial number of courses of study that can be devised, ranging from the highly-structured to the minimally-structured program. In all cases, the student will be educated under the particular options agreed upon with his parents, within the courses and activities offered by the school.

For parents who desire a structured program the following example is cited as illustrative. Bill's parents feel that at 14 he is somewhat immature and needs a structured program. They know Mr. Johnson is a firm yet fair teacher and ask that he become Bill's school advisor. Mr. Johnson accepts. A program is developed by Bill and his parents, upon the advice of Mr. Johnson, wherein Bill attends three classes in a row--English, social studies, and mathematics. He then goes to lunch for half an hour. His afternoon consists of classes in science, physical education, and industrial arts. Bill's parents determined his program. All classes meet in the Marshall building. No unstructured, resource center, or individual directed study time is provided. Thus, Bill's day and schedule is structured.

On the other hand, Mary, a girl of 14 who assumes responsibilities well, is encouraged by her parents to determine her own program for the most part. She takes the initiative, with Mr. Ross' encouragement as advisor, to participate in the interdisciplinary art and dance group at the Minneapolis Institute of Arts, under the aegis of the Urban Arts Program, for 2 hours every day. She returns to Marshall in time to take a music theory quarter course offered by a resident composer with the Minnesota Symphony, who is volunteering his services to the music department. At lunch Mary chats with Mr. Ross at a nearby restaurant about a problem. He listens and suggests that when their counseling group next meets, this concern be discussed. After lunch Mary is off again. This time she goes to the Southeast Minneapolis Public Library two blocks away to do research on her social studies individual directed study project. Finishing her school day, she is off to the Open School at Marcy to serve as a student tutor to elementary students who are writing a play.

The point to be made is that both Bill and Mary are in the Marshall-University program option, but have very different courses of study. One student is placed in a structured environment centered at the Marshall building, while another learns at many sites and participates in tutoring and individual directed study activities. These course options, then, are determined on an individual family basis through regular interaction with the school advisor.

Implicit in the four instructional modes is the thought that learning is not always confined to a school building, nor is the school to be isolated from its community. The school program consists of courses some of which take place on learning sites in the community. Several community learning experiences are in the Marshall-University program, and others will be developed in the next years. The Work Opportunity Center provides a city-wide alternative program to students who have left school or are in other ways alienated from regular high school programs. Some 20 occupational courses are available to students admitted to the previously mentioned Work Opportunity Center.

As stated before, the Urban Arts Program offers courses in drama, dance, art, design, broadcasting, architecture, photography, and poetry at such places as the Minneapolis Institute of Arts, School of Design, Walker Art Center, and Children's Theatre. Besides the Work Opportunity Center and the Urban Arts Program, Marshall-University students are eligible to participate in the summer Twin City Institute for Talented Youth and Camp Tamarac, as well as to take classes at the University of Minnesota on a tuition basis, or to apply for work-study arrangements under the work experience and cooperative programs.

It is evident that the instructional patterns cast students and teachers in different roles for different purposes. Students work largely by themselves in individual directed study, interact with a small group of peers and an advisor in the counseling group, meet in average-sized classes in single discipline subjects, and engage in interdisciplinary pursuits with a team of teachers and students. Teachers act as tutors in directed study, as advisors in counseling groups, as knowledgeable persons about a subject area, and as colleagues with other teachers in interdisciplinary studies. Since counseling groups are not planned to be implemented until 1972, and since few interdisciplinary courses are ready, curriculum and staff development emphasis will stress these two modes of instruction in the next years.

The four instructional modes lend themselves to a diversity of curriculum materials and Marshall-University will attempt to draw together significant curriculum practices. Among the current promising practices in social studies are materials including Harvard Social Studies Project, Anthropology Curriculum Study Project, Sociological Resources for the Social Studies, and the High School Geography Project.

Language arts teaching will follow a model described by James Moffett in *A Student Centered Language Arts Curriculum, K-13.* Under this plan, students at the secondary level engage in a range of communication activities in which they speak, write, listen, and read within groups of their peers. They provide their own materials and constitute the audience for the discourse. They communicate ideas that are important to them to real audiences, who respond to the discourse in terms of effectiveness and appropriateness. As the learners move up what Moffett calls a growth scale, they will engage increasingly in the kinds of discourse appropriate for formal occasions and informal audiences. The learner deals with those features of punctuation, syntax, and usage appropriate for this communication art as he discovers the importance of mastering standard English. A language arts resource center will develop multi-media learning packets in various skill areas.

Environmental education will be emphasized through such curriculum development projects as the Golden Valley Environment Science Center, the Minnesota Environmental Education Curriculum, and the environmental encounters techniques developed at the University of Michigan that focus the attention of youth on their environment in a manner that would link relevant ecological, economic, social, technological, and political information. A community learning site along the Mississippi River near Motley School will be planned so that students can view and become involved in many aspects of urban living.

A career development curriculum will focus on demonstrations to students of the relationship between school and what might happen to them personally and vocationally later in life. There is an exploration of the world of work and education after high school as well as an emphasis on awareness of preferred life styles, increased knowledge about occupations and work settings, and knowledge and selection of educational patterns. There is evidence that direct work experience may have a more meaningful impact on a student's self-concept, goal setting, and reality testing than less direct means. The career resource-center at Marshall-

University functions to offer information, resources, and contacts. To make information more accessible, a computer-based guidance information system connected to Interactive Systems, Inc. of Boston, is being used.

The resource centers in art, career development, library/audiovisual, modern foreign languages, English, social studies, mathematics, science, and basic skills provide instructional spaces and materials and are used regularly in modes two, three, and four.

As a social organization the school seeks to become a community of learners. Administratively organized by departments, under the leadership of the principal, a diversity of teaching personnel daily exhibit the practice of the many teaching the many. Marshall-University utilizes a variety of certificated and noncertificated paid and volunteer, adult, and student individuals. From university training programs come counselor and social work interns as well as student teachers and observers. Some secondary school youth serve with course credit as tutors in elementary schools, as class teaching assistants, and as student aides. Adult volunteers participate in the Minneapolis Schools' Women in Service to Education (WISE) and Community Resource Volunteers (CRV) programs. Paraprofessionals serve as interdisciplinary team aides and in resource centers.

The building principal directs program coordinators, who serve under joint appointment from the University of Minnesota and the Minneapolis Public Schools, in providing curriculum and staff leadership. Program coordinators develop, teach, and evaluate curriculum materials and supervise preservice and inservice clinical experiences for their departments. As department chairmen, they recruit and recommend the hiring of personnel, determine staff and clinical experiences assignments, and administer the department's budget. Program coordinators plan their department's inservice programs and give leadership to the development, implementation, and evaluation of new subject area classes, interdisciplinary courses, and community learning site activities.

Besides the Program Coordinators Group, it is anticipated next year that the Student Affairs Committee--composed of an equal number of students, faculty, and parents--will function under the principal in proposing school policies. Since most substantive educational issues today affect students, faculty, and parents in a school community, it is felt that a forum for discussing these concerns should be an integral part of school life. In arriving at wise policy decisions, the principal will consult regularly with the Program Coordinators Group, the elected Faculty Council, the student senates, the Students Affairs Committee and the Parent-Teacher-Student Association as appropriate. In turn the principal will report to the policy board of Marshall-University and to the director of the Federal program. These relationships are to be described in further detail in the governance section of this document.

III. ORGANIZATION, ADMINISTRATION, AND GOVERNANCE

The Minneapolis organizational structure reflects the major program options available: Contemporary, Continuous Progress, Open, Free, and Marshall-University. It is desired that each program option will develop its own personality and style of operation within the broad framework of policies and procedures established by the Minneapolis Board of Education and this particular experimental Federal project.

Administratively each option will have a person responsible for the operational program. One principal will administer the Continuous Progress Primary at Pratt School as well as the Continuous Progress Intermediate at nearby Motley School. A second principal will be responsible for the Open School at Marcy and an assistant principal will be in charge of the Contemporary School at Tuttle. A teacher-coordinator will head the K-12 Free School on a site in Southeast Minneapolis and the principal of Marshall-University will administer the secondary school program. These five persons will be administratively responsible to the director of the Federal program who in turn will report directly to the Minneapolis associate superintendents of schools for elementary and secondary education. These two associate superintendents are directly responsible to the superintendent of schools and he to the Minneapolis Board of Education. During the transitional period in the next months a five-member steering committee has been established to give additional leadership to the Federal program. This committee is composed of the Minneapolis associate superintendents of schools for elementary and secondary education, the designee of the dean of the College of Education at the University of Minnesota, the chairman of the Policy Board of Marshall-University, and a Southeast parent of elementary and secondary school age students.

The director will work closely with the steering committee on matters pertaining to the entire Federal program as well as with the five program administrators and the school community groups affiliated with each major program option. It is envisaged that each program component will develop its own distinct school community advisory group but most likely these groups would be composed of parents, faculty and students working with their particular program administrators.

A specific transitional situation exists as it pertains to Marshall-University in that a policy board was established in the 1968 merger of Marshall High School in the Minneapolis Public Schools system and University High School which was the laboratory secondary school for the College of Education at the University of Minnesota. Both the University Board of Regents and the Minneapolis Board of Education wanted a strong secondary school in Southeast Minneapolis and the result was the creation of Marshall-University High School with a 10-member policy board as defined in the legal contract between the two parent institutions. Each parent institution appoints five members to the policy board. The University contributes certain funds to support teacher education functions while Minneapolis staffs the school at a level comparable with other secondary schools. Both the University and Minneapolis participate in the selection process for subject area program coordinators and administrative personnel. The policy board under the terms of the contract can take actions that are consistent within the framework of policies and procedures of the University Board of Regents and the Minneapolis Board of Education.

Both parent institutions are interested in viewing the advent of this Federal Experimental Schools Program as a unique opportunity to explore further the continued evolution of two promising practices—that of administrative decentralization and of the development of local fiscal accountability through a financial reporting system and Planned Programed Budget System (PPBS). Since 1967 the Minneapolis Public Schools have created two K-12 units of schools known as the North and South-Central Pyramids. Both pyramids are administered by area assistant superintendents and have budgets allocated from the central Board of Education. Citizen advisory committees meet regularly with the area assistant superintendents.

During the planning phase of the experimental schools proposal, administrative representatives of the University of Minnesota and Minneapolis Public Schools agreed to recommend to their respective governing boards that if Federal funding was awarded there would be a mutual willingness and effort to have the Policy Board of Marshall-University reconstituted so as to assume a K-12 role. It must be carefully noted that there are legal and fiscal constraints within which the Policy Board would have to operate and be held accountable to its parent institutions. It is anticipated that the future role of a reconstituted Policy Board could be the model of an advisory body or could develop into a more integral part of an administrative decentralization model clearly specified through a renegotiated legal contract between the University and the Minneapolis Board of Education. In either event, a reconstituted Policy Board would reflect the K-12 nature of the Federal Experimental Schools Program and would have parental representation from the diverse community population the schools serve. It would also be anticipated that the current equal number of University and Minneapolis appointments on the Policy Board would be carefully reviewed considering the Federal grant to the Minneapolis Public Schools. Since the entire matter of reconstituting the Policy Board is a complex matter because it involves the legitimate interests of many individuals, groups, and institutions--discussions that will proceed in the months ahead will be conducted in a prudent manner. During this interim period the five member steering committee, which has Minneapolis Public Schools, University, Policy Board, and community interests in common, will provide wise counsel and advice to the director. The director will meet regularly with the Policy Board of Marshall-University and the other school community organizations that center around the Contemporary, Continuous Progress, Open School, and Free School options on matters pertaining to the Federal Experimental Schools Program. It is also assumed that the director would maintain a close relationship with the Minnesota Department of Education on matters of mutual interest throughout the duration of the program.

IV. EVALUATION

Evaluation will be carried out by both the Minneapolis Public Schools and the U.S. Office of Education, which will assign on-site evaluators to this project. The division of responsibility between local and Federal evaluators for the evaluation tasks outlined below will be defined when staff is actually on the job. However, it is anticipated that OE evaluators will assume a large share of responsibility for staff training activities relating to evaluation.

Evaluation efforts will focus on five major areas:

1. To assist SEA* management;
2. To provide a careful documentation of the program processes;
3. To interact with and train program staff in various program aspects related to evaluation;
4. To regularly assess progress toward major program objectives and to issue frequent reports to the community; and,

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*Southeast Alternatives--designation for the program used in this document.

5. To coordinate local SEA research and evaluation activities of the Minneapolis Public Schools, the community, and the Office of Education.

Interaction between evaluation personnel and program management will be a continuing process throughout the length of the project. Although major goals for the Minneapolis schools and this program are specified, it is obvious that as the program enters the day-to-day working stage, further specifications of short-term objectives will be needed. One form of assistance which the evaluation personnel will provide to the director is to train staff to design their projects so that they are related to clearly stated objectives.

Evaluators will also assist management in developing time lines and cost relationships. Although the approach of this program is one which will require great flexibility, it is also obvious that management must be informed when it is not progressing in accordance with its own time schedule or cost schedule.

Of particular importance will be the forecasting of the relationships between the SEA budget and the local University of Minnesota and Minneapolis schools' budgets. Since one aim of the program is to integrate various program components into the local school budget, then this type of forecasting is requisite. Further assistance can be given to SEA management by evaluators in the form of new program ideas. The Research Division of the Minneapolis Public Schools serves both a coordinating and evaluating function. Research studies conducted by school and university personnel are channeled through the division. Evaluative studies are conducted by the division. Each year over 100 research and evaluation studies are completed. Promising ideas can be referred to the Experimental Schools Program, which, because of its flexibility, will be able to move quickly into new areas.

All too often demonstration projects report outcomes with little attention to how these outcomes were achieved. This approach to evaluation defeats the purpose of transferability and replication. The SEA proposal, which is one of wide-scale, involving changes in social structure, must be carefully documented if it is to have value beyond the City of Minneapolis. Evaluators will assist in accurate observation and recording of what takes place in the SEA. Additional documentation in the form of audiovisual materials and other media will be developed and released regularly to the students, teachers, and parents in the Southeast school community.

A wide variety of ideas which could benefit from evaluation have been suggested in the proposal. The evaluation team will assist SEA personnel in refining their objectives and developing evaluation of their progress toward these objectives. The evaluation staff will then serve program personnel on specific evaluation problems. In some cases, it may be desirable to conduct small-scale experimental studies. Such studies will be conducted by cooperative arrangements with local colleges or under contract to outside agencies. It is anticipated that university graduate students from many fields will be attracted to SEA to conduct various studies of interest both to them and to Experimental Schools Program. Evaluation personnel will also be useful in training staff to make accurate documentation of their activities. For example, staff could be trained to develop activity reports according to the evaluation guidelines developed by the Office of Education, a procedure already being used to evaluate projects by the Research Division of the Minneapolis schools.

Major goals of the program are described in the proposal's introduction and focus on the affective domain. Self-determination, feelings about self, relations to others, interests, job satisfaction are all major variables. While a major emphasis of the project is on the affective domain, it is also obvious that program participants are expected to be at least as successful as other students in the school system in the area of cognitive development.

In both the affective and the cognitive areas, Minneapolis schools have already obtained considerable information which will be of value in the evaluation of the major goals. Achievement testing is a standard part of Minneapolis Public School practice. A substantial amount of baseline data in the cognitive area is already available for all children. A multi-factored attitudinal measure has already been developed by the Research Division for students at the secondary level. Data from this questionnaire will be available on program participants as well as on a half dozen other secondary schools in the system. Fourteen factors are included in this instrument and include such things as attitudes toward school, toward peers, toward teachers; student freedom; opportunity for creative development; punishment; and encouragement for independent thought.

While certain aspects of evaluation must rely on more or less traditional or formal measures, it is probable that unobtrusive measures will contribute much to the overall evaluation. For example, dropout rate, transfer requests, and teacher turnover may give evidence of progress toward, or lack of progress toward, various program goals.

A major goal of all evaluation efforts will be to keep parents and other residents informed of activities and results of the program. Evaluation and dissemination staff will work together to insure that this crucial responsibility is fulfilled. Progress reports will be issued regularly to the community. Summaries of evaluation reports and experimental studies will be written in layman's language and distributed to all parents. Formal technical reports will be available, as well, to those who wish to read them. Evaluation staff will be expected to report regularly to the Policy Board and to other community groups.

V. IMPLEMENTATION PROCESS

The implementation process is more process than content oriented since Southeast Alternatives begins with the assumption that the school community will best develop its program options starting with the current perceptions of students, parents, and faculty. It is also felt that further detailed planning should involve more faculty, students, and parents than was possible during the time given for the initial planning proposal. People seem to modify their behavior and attitudes when they are involved in shaping programs they are to function in and since the school year is rapidly coming to a close, it is anticipated that the basic inservice program will be conducted during the regular September - June school years. The main emphasis in the next months is to create the Open School and K-12 Free School models which are not already present within the Minneapolis Public School systems as well as to plan fall orientation workshops for faculty and students. Parental options must also be exercised in the next weeks. Staffing and transportation arrangements will be made during the summer months.

In attempting to actively involve members of the school community in the common effort to improve the instructional patterns and procedures that restrict the teaching and learning process, it is assumed that the schools must become, in fact, centers of inquiry. In centers of inquiry members collect data about what they are doing and are expected, indeed required, to engage in dialogue with their school community colleagues including students, faculty, and parents about their observations and opinions. Instructional mechanisms must facilitate these efforts. All members of the teaching faculties will be expected to regularly participate in staff and curriculum development activities and it is anticipated that time will be devoted to this end regularly during each school year, through released time scheduling and by the provision of teacher cadres at both the elementary and secondary levels.

Initial staff training efforts will include piloting the Open School model this summer and working on the Continuous Progress Intermediate program at the elementary level to be followed by the introduction of the Pyramid Reading Program and IPI mathematics curriculum components. At the secondary level, a few interdisciplinary courses will be developed this summer to be followed by the development of mode one small counseling groups and a grades 7-8 plan that will adequately anticipate and provide course options in the years ahead for students leaving the elementary school age Contemporary, Continuous Progress, or Open Schools programs. The faculty training proposal for small group counseling as well as the grades 7-8 plan will be submitted to the Office of Education at a future time but it is anticipated that the small group counseling training proposal will be ready by midsummer and will be implemented during the 1971-72 school year at Marshall-University.

The Pilot Open School June 14-July 16 will be devoted to both curriculum and staff development purposes. During the last 3 weeks of this period approximately 30 children whose parents have selected this option will attend in the mornings. Staff development will be concerned with the role of the teacher; the organization and development of interest centers; the role of parents, aides, and volunteers; and recording and reporting pupil progress.

A teacher cadre model is proposed for use at both the elementary and secondary school level and is composed of a group of teachers from several disciplines who are rotated into regular classes and courses to teach particular curriculum units or activities. At the same time as the teacher cadre might be involved with students at a particular grade level or in a subject area of interest, the regular faculty members are in effect released to pursue curriculum or staff development activities. With skilled planning and scheduling, the teacher cadre model can provide great flexibility in the development of an improved instructional program. At the secondary level the main emphasis of the teacher cadre model will most likely be on the development of interdisciplinary courses and the expansion of community learning site opportunities.

For the period of May 1971 to August 1973 a brief time line is given highlighting the implementation process of the Southeast Alternatives. It should be stressed that the results of research, documentation, and evaluation will be regarded as an integral part of the implementation process. The implementation process itself must remain flexible so that students, parents, and faculty can adapt the educational programs in light of research, documentation, and evaluation completed.

Time Line:

1971 May 17-20	Parent orientation meetings in Southeast schools
May 24-June 4	Parents select program options

June 14-June 25	Continuous Progress Intermediate staff development at Motley
June 14-July 16	Pilot Open School and staff development at Marcy
June 21-July 30	Four Marshall-University interdisciplinary courses piloted concurrent with their further curriculum development
August 16-August 23	Southeast Alternatives faculty orientation and planning
September	1. Free School option initiated 2. Southeast Alternatives programs in operation 3. Parents decide upon appropriateness of their students' program choices
Fall	1. Marshall-University Community Learning Sites Conference held and small counseling group inservice initiated 2. IPI mathematics on-the-job training initiated 3. Establishment of elementary science-math center 4. Teacher cadre models implemented
January-June 1972	1. Establishment of instructional production center and cassette centers for elementary programs 2. Implementation of Marshall-University small counseling groups 3. At midyear and again at the end of the school year parents review their children's program options and make changes if desired 4. Quarter system method selecting Marshall-University courses quarterly implemented more fully
June-September 1972	1. Six-week Pyramid Reading Program workshop 2. Late August workshop for all schools faculties 3. Publication of data gathered about the first year's program distributed to the Southeast community
September 1972-June 1973	1. Introduction of interdisciplinary courses and other course options as developed at Marshall-University 2. Expansion of Free School option up to 200 students 3. In late spring parents review their children's program options and make changes if desired 4. Pyramid Reading Program implemented and inservice workshops continued
June-September 1973	1. Continuation of Pyramid Reading Program workshop for new personnel 2. Late August workshop for all schools faculties

VI. PUBLIC INFORMATION AND VISITORS

Provisions will be made to accommodate a limited number of visitors from various parts of the country over the next 5 years, but at the same time Minneapolis will remain very sensitive to the primary importance attached to not unduly disturbing the educational process for students, faculty, and parents in the five major program areas.

There will be a limitation, yet to be determined, on the number and frequency of visits to individual program sites and advanced reservations will be necessary. It was felt that until November 1971 the faculties and students should not be interrupted by a large influx of visitors, but after that date guided tours and/or closed circuit telecasts could be provided.

At this time, Southeast Alternatives is considering two basic approaches:

1. Establishing a closed circuit network with a limited number of cameras on site at each of the five major program areas connected to a main viewing room; or,

2. Providing public transportation to the major program sites themselves as well as to other community learning sites used by Southeast students within the Minneapolis Public Schools system.

Under either method, there would be a variety of slide tapes, cassettes, and printed materials developed for dissemination purposes and these materials would be regularly updated to reflect the actual development of Southeast Alternatives.

A regular newsletter will be produced and it is expected that students, faculty, and parents will contribute articles and observations. As research and evaluation information is prepared, many of these materials will be publicly distributed. The overall purpose of the public information program will be to convey through the several media accurate, timely, and pertinent data about Southeast Alternatives to both the local and national public.

APPENDIX

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

December 28, 1970

TO : Superintendent of Schools
State Superintendents of Public Instruction

FROM : Robert B. Binswanger, Director
Experimental Schools Program

SUBJECT: Basic Program Information

We are pleased to announce a new initiative of the Office of Education: Experimental Schools. Enclosed is the basic program information which describes the first phase of the program for Fiscal Year 1972 as well as procedures for application. We invite your attention to this information and acknowledge the limited time available to you in order to meet the deadline for receipt of a letter of interest by January 30, 1971.

Enclosure

OFFICE OF EDUCATION
Experimental Schools

Basic Program Information

Experimental Schools

Since 1945, research projects, demonstrations and various kinds of experimentation have generated a wide variety of products, practices, and ideas which hold promise for the improvement of American education. Most of these "promising practices" offer improvement in a small segment or component of the school program. Such efforts to change education by innovation have had limited effect on the total learning environment because each reform represents a relatively isolated change in a particular educational system. Dissatisfied with the results of piecemeal or individual component changes, educators have sought the opportunity to address the need for total change by placing a number of these promising practices together in a comprehensive program. Since these individual promising practices have been developed separately, a great deal of work remains to be done in terms of adapting the different components to a comprehensive design.

The first phase of the new Experimental Schools program of the Office of Education is designed to test and demonstrate the relative efficacy of combinations of promising practice. By supporting a limited number of large scale experiments of comprehensive programs with a major focus on the documentation and evaluation of the projects, experimental schools will serve as a bridge from research, demonstration, and experimentation to actual school practice.

Fiscal Year 1972 – Experimental Schools

The Experimental Schools program represents a new initiative that invites creativity and encourages innovation in the development of a total project. It will complement rather than duplicate programs presently available for systems, agencies, or organizations seeking comprehensive educational reform. Each Experimental School project will be organized around a central theme or educational concept that reflects change from what exists at present to what education ought to be in terms of the needs and aspirations of the learners.

The Experimental Schools program in fiscal year 1972 will be of two types:

1. Operational projects, with a major evaluative thrust, based upon a central theme for educational reform that include a multiple use of promising practices and the products of research in a comprehensive K-12 framework.

2. Developmental projects with a major evaluative thrust, based upon a central theme for educational reform that include comprehensive, creative designs to reshape, reform, and redefine current school structures, practices, and performance. Support in fiscal year 1972 will be limited to planning. Detailed information regarding developmental projects will not be available until March 1971.

Selection Criteria

The following criteria will be employed in the selection of potential sites for Experimental Schools projects to be operated in fiscal year 1972:

1. Demonstrated experience with educational innovations on a large scale.

2. Staff capacity and competency to manage comprehensive experimentation.

3. Development of a plan for broad participation in the design, implementation and governance of a project.

4. Identification of the targeted population for a potential project.

5. Extent to which design fulfills objectives of the Experimental Schools program, including:
    - a primary target population of low-income children
    - a student population of approximately 2,000 to 5,000
    - a longitudinal K-12 design
    - a comprehensive approach to the learning environment, including, but not limited to, curriculum development, community participation, staff development, administration, and organization.

6. Attention to evaluation and documentation of the total project.

7. Commitment of resources for the duration of the project.

Letters of interest should address themselves explicitly to the above criteria. In addition, applicants should define the goals they wish to accomplish by participating in this program.

The following information is provided in order to assist potential applicants in making their decision to express interest in a fiscal year 1972 operational program. During this initial planning stage, the choice of a central theme is essentially the first task. It will serve as an organizing principle for the operations of the school, determining the specific range of promising practices relevant to the proposed experimental project.

Among the criteria which might be used for selecting the relevant promising practices are the following:

1. Consistency of the practice with the central theme.

2. Ease of adaptability, given time and resource constraints, to the experimental school project.

3. Importance of the practices to the purposes of the learners.

4. *Cost.* The cost of operating the total program in the experimental school project must be limited by the project (school systems) operating revenue so that the program can be continued after the experiment is completed (3-5 years) by the school system without new outside resources.

Evaluation and documentation will represent a major resource allocation of the Experimental Schools program. Each Experimental School project will be responsible for the design and implementation of an evaluative system to compare the output of the project with other outputs of the particular system in terms of that system's goals and objectives. A second level of evaluation will be designed and implemented by the Office of Education in coordination and conjunction with each experimental school project in order to assess the strengths and weaknesses of the project's comprehensiveness. In addition, a single evaluative design will be developed by the Office of Education in order to insure that common instruments will be used to assess replication, transportability, and comparable data among the experimental school sites.

Letters of Interest

To be assured of consideration for operational projects, letters of interest from State and local education agencies (institutions of higher education and public or private non-profit agencies) to participate in Experimental Schools program during fiscal year 1972 must be received in the Office of Education by January 30, 1971. From among the letters of interest, up to eight sites will be offered 60-day planning grants to assist them in preparing proposals due in the Office of Education by March 31, 1971. From these proposals, three to five sites will be selected for operational programs beginning in fiscal year 1972.

Letters of interest should be considered a formal submission by the local education agency. No letter of interest may exceed 10 pages, and no supplementary material should be sent at this time.

Letters of interest should be addressed to:

Experimental Schools
United States Office of Education
Washington, D.C. 20202

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